DOCUMENT RESUME

ED 362 645 CE 064 499

TITLE	The Burke Mills Workplace Basic Skills Project. Final Report.
INSTITUTION	Western Piedmont Community Coll., Morganton, N.C.
PUB DATE	92
NOTE	210p.; Portions contain marginally legible print.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; *Basic Skills; Communication Skills; Computer Literacy; Core Curriculum; Critical Thinking; Curriculum Development; Job Skills; *Job Training; Labor Force Development; *Literacy Education; Mathematics Skills; Problem Solving; Program Development; Program Implementation; Reading Skills; *Remedial Instruction; Student Evaluation; Writing Skills
IDENTIFIERS	Comprehensive Adult Student Assessment System; *Workplace Literacy

ABSTRACT

This two-part document contains the final report (part 1) and the model curriculum (part 2) of the Workplace Basic Skills project at Burke Mills, Inc., North Carolina. Part 1, the final report, discusses the design, implementation, and operation of a project to identify a yarn manufacturer's skill needs, assess prospective employees' basic skills, and determine appropriate remediation. The narrative describes selection of the Comprehensive Adult Student Assessment System (CASAS) Daily Living Skills test and development and use of a core curriculum that integrates the CASAS competencies and specific job competencies. Appendixes to the final report include samples of recruiting posters, sample certificate and gains reports, news articles, student evaluations, and CASAS statistics. Part 2, by far the longer of the two parts, begins with a description of the curriculum model and a diagram depicting the model. Next, the Workplace Basic Skills Curriculum Outline shows the three-digit CASAS competencies matched to the job competencies. A descriptive list of the CASAS competencies is included for reference. The model curriculum is based on the Workplace Basic Skills Outline and consists of four main sections that reflect the performance activities shown on the model: communication, job performance, training, and monitoring. A copy of the relevant part of the outline is provided with each section. An explanation of each job competency is presented with suggestions for instruction. Resources and learning activities are included. (YLB)

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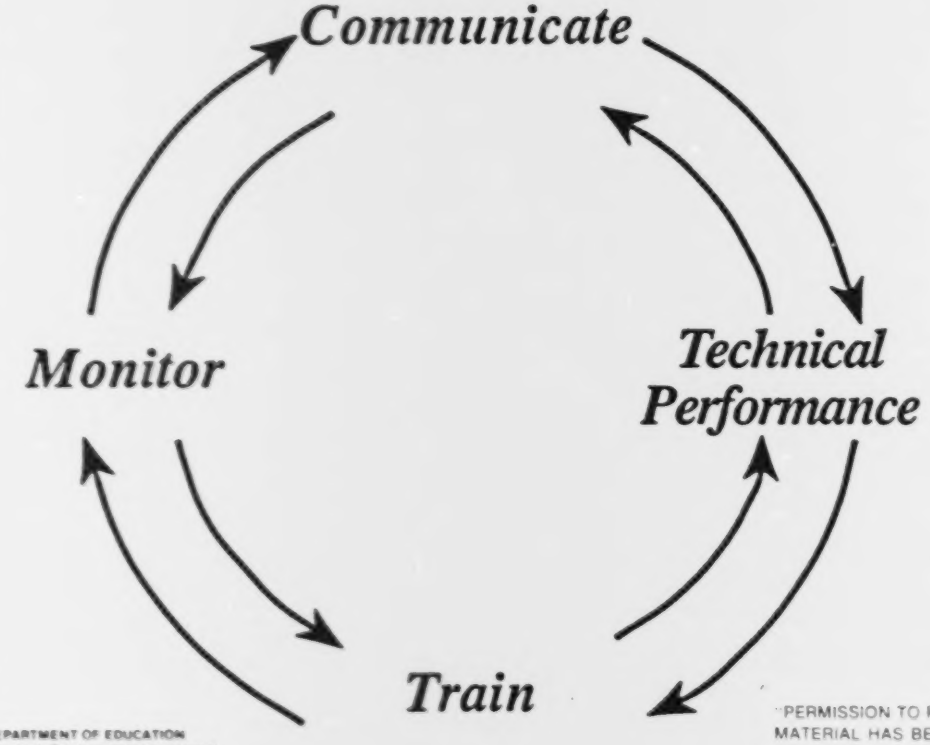
ED 362 645

The Burke Mills Workplace Basic Skills Project Final Report



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Monk and writer Thomas Merton (1915-1968):

> Do not depend on the hope of results ... You may have to face the fact that your work will be apparently worthless and even achieve no result at all, if not perhaps results opposite to what you expect. As you get used to this idea, you start more and more to concentrate not on the results but on the value, the rightness, the truth of the work itself. And there too a great deal has to be gone through, as gradually you struggle less and less for an idea and more and more for specific people. The range tends to narrow down, but it gets much more real. In the end, it is the reality of personal relationships that saves everything.

Part I

Foreword

The Workplace Basic Skills project at Burke Mills, Inc. has proved itself beneficial far beyond the participants' expectations for several reasons. . . .

The single largest factor contributing to success has been the commitment of the management and, later the workers, to the program. While valid philosophical differences exist about mandatory class attendance in the workplace, this requirement led to results that would not have been possible otherwise. Burke Mills can be proud of their contribution to the improvement of their employees' lives and to workplace basic skills training.

Another factor has been the work done by other workplace basic skills programs in North Carolina. The reports on projects from Randolph Community College, Wilkes Community College, Rockingham Community College, and Forsyth Technical College have provided guidance and suggestions. The cooperation of Deborah Gaddy and Lisa Hendren has been invaluable.

Finally, the success of a project is totally dependent on its personnel. The instructors at Burke Mills, Mary Hewat and Sue Lee, have succeeded in teaching the sometimes seemingly unteachable and in giving students a positive attitude about education (no easy task at 5:30 AM). The whole Continuing Education Department has been more than generous with its support and expertise. Frances Wheeler, Assessment/Retention Specialist, performed wonders with the LEIS to provide needed statistics. This system is a real asset for this type of project. A very special commendation to Lisa Mauney, Secretary, who knows more than anyone about

making grants, curricula, and final reports look good.

Personally, I am proud to be a part of a Community College System, that I know from my research, is at the forefront in developing and improving workplace basic skills programs that will keep this state a participant in the world market. It has been a pleasure to carry out my work at Western Piedmont Community College, where new ideas and creativity are encouraged.

Virginia A. Davis

Workplace Literacy Specialist

Project Staff

Sylvia Milne	Project Director
Virginina Davis	Workplace Basic Skills Specialist
Mary Hewat	Instructor
Sue Lee	Instructor
Lisa Mauney	Secretary

ABSTRACT

1. The Problem and its Relevance to Basic Skills Education Programs: The need for workplace literacy is increasingly being recognized in North Carolina by industry and the challenge is being accepted by Adult Basic Eduction (ABE) Departments in the Community College System. With each new workplace literacy project, more specific areas of need and development are identified. One such area is basic skills models for industry and job specific curricula. Funds being sought by this proposal will allow for the development, use, and assessment of curricula in a unique situation which can serve as a model, not only for workplace literacy, but for industry itself.

Burke Mills, a local yarn manufacturer, is experiencing the effects of a workforce unable to keep up with new technology due to a lack of basic skills. Management approached the ABE Dept. At Western Piedmont Community College (WPCC) with a request for a means of identifying necessary skills, remediation, and assessment of prospective employees' basic skills. The Comprehensive Adult Student Assessment System (CASAS) Daily Living Skills test was selected as being most relevant. A new curriculum is needed to integrate the CASAS competencies and specific job competencies. Burke Mills is so committed as to require class attendance by employees--a first for Burke County and possibly the state.

Burke Mills has taken a major step in reconciling labor and technology. They have the assistance of WPCC but without special funds, a new and innovative curriculum will not be possible.

2. Specific Objectives of the Project:

    1. To identify CASAS competencies which are needed by employees at Burke Mills and develop a core curriculum based on the identified competencies.

    2. To identify additional CASAS competencies needed in nine departments and develop job specific components for the core curriculum.

    3. To provide a variety of on-site learning experiences and techniques to develop the identified competencies which can enhance job performance.

    4. To evaluate the effectiveness of the curriculum in the context of job performance.

    5. To report the products and findings of this project to the Department of Community Colleges and to make other industries aware of the project.

3. Specific Procedures for Accomplishing the Objectives:

    1. The specific CASAS competencies will be identified by seeking input from supervisors and workers and through observation by the developer. A reading and math curriculum will be developed based on these objectives.

    2. Additional CASAS competencies will be identified by personnel in the nine departments. The components will be developed to provide exercises in critical thinking skills, problem solving, and attention to details. The components will also employ any training manuals used in the departments.

    3. A variety of learning experiences will be provided through relevant hands-on materials. Two portable computers are being requested for skills practice, as well as, reliable means of tracking student progress. Technical devices and training manuals will be used.

    4. Evaluation will be based on demonstrated use of skills by the employee on the job. Supervisors and team leaders will be enlisted in this process.

    5. Copies of the curriculum and evaluation will be presented to the Department of Community Colleges. Articles will be submitted to newsletters sent from Chamber of Commerce.

4. Expected Value of Project Results:

The project is expected to add to the ever growing picture of workplace literacy. Seldom does such a unique opportunity present itself to provide services in such an environment. It will be possible to track the same students from initial assessment to completion. It will be possible to validate results within the work context. It will be possible to evaluate the curriculum and make adjustments. It will be possible to meet the needs of Burke Mills and its employees.

Narrative

The project at Burke Mills began July 1, 1992 with one class meeting on Mondays and Wednesdays from 1:30 pm to 4:30 pm. This schedule enabled workers from both 1st and 2nd shifts to attend class. The fifteen members of the class met in "Display Room" which is on a different floor from the production area. While not close to work stations, the room did provide a spacious, professional atmosphere conducive to learning.

The mandatory basic skills training is part of the overall training program at Burke Mills. All employees including management must participate in team leader training and have their basic skills assessed using the CASAS Daily Living Skills Test. Anyone not scoring over 243 on the Level C reading and 246 on the Level C math tests are required to attend class.

The first group of students in the project was predominantly supervisors who had completed team leader training. It was crucial to the success of the program that this group have a positive reaction to the class, as their influence on the rest of the plant would determine the degree of acceptance by future participants. It was advantageous to have two members of management in the class. Their positive attitude served as encouragement to others, and convinced the few disbelievers of the value of the program.

In September, the class was moved from the Display Room to a small training room in the production area. The move provided easier access to the classroom by workers, but proved to be noisy with interruptions from the intercom system. The

positive side to the move was higher visibility and improved interaction with production employees.

A morning class was added in September which increased enrollment to 48 students. In addition, an English as A Second Language class was started for the foreign speaking employees. At this point the needs of everyone except 3rd shift were being addressed.

The job audits were started and became valuable not only for the knowledge gained but the rapport established as well. The workers took such pride in explaining their jobs to a couple of "dumb" schoolteachers. While an understanding of the production process is vital to identifying needs, it is also the beginning of establishing trust between the worker and instructor. Burke Mills is a small company employing a third generation of workers and education is the last thing on many of their minds. At the same time, there were many who welcomed the opportunity to improve their basic skills and/or receive the GED certificate. As each audit was completed, a letter of thanks was sent to the individual whose job was audited. (See Appendix A.)

In October, some of the students who had completed the basic skills training recognized the need for an Education Committee. Meetings were held with management, the Basic Skills Director and the Workplace Basic Skills staff. The membership and goals of the committee were identified and the first meeting was scheduled for November. The originators of the committee saw their primary goal as providing encouragement and support to anyone needing basic skills training. As members of the committee finished the training, they wrote their reactions on recruiting posters furnished by project staff and placed them on bulletin boards

throughout the plant. (See Appendix B.) This has been very effective with prospective students.

When students began to complete the basic skills training, those who were still enrolled felt pressured to complete and began to work too fast. The CASAS assessments were being conducted in groups and there was not an even flow of students. This method of testing was done at management's request. After several meetings with management and project staff, a plan was adopted that would allow on-going testing during class time. The pressure to complete has been eased and a pool of perspective students aids in maintaining a full enrollment.

Every employee completing the basic skills training or testing out on the CASAS assessment receives a certificate jointly from Burke Mills and Western Piedmont Community College. (See Appendix C.) The certificate has become an item of real pride for many of the students, especially those with no high school credential.

Also in October, the project site was visited by Sam Scott from the Manpower Development Corporation in Chapel Hill, North Carolina. Because of Burke Mills' commitment to improving the basic skills of their employees and the objectives of the project, the program at Burke Mills was selected for inclusion in a national study on workplace literacy.

In November, the first student to receive the GED certificate participated in graduation. Four members of management as well as the class instructors were in attendance at the ceremony and offered lusty vocal support as the student was presented the certificate. Burke Mills had the student's graduation picture placed in the local newspaper and a copy was hung on the wall in the school room. This

student has enrolled in a curriculum program at Western Piedmont Community College.

The four computers for use with the CCC system arrived in December, causing quite a stir among the students. Construction had started on a new class room and it would have been preferable to assemble the units in the new room rather than move them assembled. However, the technician was already scheduled to install the system and actually seeing the computers really excited the students.

The new classroom was a visible sign of management's support. The site is beside the Display Room where classes originally began. A large table, seating twelve comfortably, is in the middle of the room and the computers line the side walls. A chalkboard is at one end of the room with a lending library lining the wall of the opposite end. The library has been a tremendous success, containing a set of encyclopedias, technical books, and a variety of fiction. The library is open to all employees and everyone has contributed books. Many students have verbally expressed their appreciation for the new room. The move was made in January giving a good start to the New Year. In addition, a class was started for third shift workers and has met with great success.

The CCC trainer was not available to train the staff until February as soon as the training was completed, computer-assisted instruction was started with the students and the response was positive from the beginning. A change in posture and facial expression was observed in many students and self-esteem rose visibly in those students who had had no prior experience with computers. For some, it provided a new common ground with their children. For some, it was a source of reassurance

that their imminent operation of a work computer would be successful. The only hesitation came from the oldest students and only one of these flatly refused to try. No pressure was put on this student, as it seemed important that everyone be aware they had a choice and some measure of control.

The CCC system is well worth the financial investment. The "Math Concepts and Skills" program provides extraordinary practice in decision-making and critical thinking. These exercises are designed to make the student think in addition to being varied enough to maintain interest. The GED materials are weak and should only be used to practice answering multiple choice questions. This system is not only easy for student use, but also makes it easy for the instructor to track student progress. According to CCC data, students should make a minimum gain of .12 for every 3 hours and 20 minutes of computer time. From February through May, sixty five students were enrolled and showed an average gain of .81 for an average 3 hours and 3[illegible] minutes of computer time. (See Appendix D.)

The development of the curriculum has been very time consuming. Revisions continue to be made and will continue for the duration of the class. Each class period brings new in-put from the students and continuous changes in training at Burke Mills creates new requirements.

Five students received the GED certificate at the May graduation. Another five students are taking curriculum classes. Four students are currently in the process of GED testing. Burke Mills will pay tuition for students taking courses that are relevant to their job.

During the course of the project, the Workplace Basic Skills staff attended one

wedding, one funeral, and four funeral home visitations. The Workplace Basic Skills specialist addressed a businessmen's fellowship group at a local church. An interview with a representative of the Burke County Literacy Council resulted in a news article in the Reader Leader, the Council's newsletter. (See Appendix E.) Team meetings on all three shifts were attended. Weekly meetings were held with the Vice President of Personnel, quarterly meetings were held with the Education Committee and two progress reports were made to the President's team. The full-service program to Burke Mills has produced positive results for both the company and WPCC. The profit-sharing plan has paid off for the first time - an indication of reduced waste and more competent workers. Training programs are experiencing improved success. The final evaluation by students at the end of the project yielded very positive results. There was only one student who indicated the training should not be mandatory. The number of responses showing that the training was beneficial on the job and at home evidences the relevance of the skills taught. A discrepancy exists in the number of answers to each question because every student did not answer every question. (See Appendix F.)

Statistics performed on the pre and post CASAS tests show positive gains for both reading and math. There was an average gain of 9 points on the math and an average gain of 3 points on the reading. (See Appendix G.)

At the rear entrance to Burke Mills, there is a marquee with the slogan "Progress through Knowledge". Evidence of this can now be seen in the results of the Workplace Basic Skills program and in the profits earned by an improved workforce.

Positive Outcomes of the Project

The following list of positive outcomes reflects the success of the program:

1. Over one-half of the employees volunteered for a mandatory program.
2. The forming of the Education Committee resulted in employees coming to know each other.
3. Supervisors reported that employees were engaging in better problem solving on the job.
4. Use of the computers created new levels of self-confidence for workers.
5. Students felt competent to enroll in curriculum classes.

Recommendations for Workplace Basic Skills Programs

1. Make sure management is committed to the program.
2. Identify any weak links in commitment and work around them, if you can.
3. Learn who key resource people are in order to get things done.
4. Learn everything you can about the product and the production process.
5. Have two people to do job audits, in this situation two heads are definitely better than one.
6. Make friends with the workers during audits, admire their work. This will ease their entry into the classroom.

Appendix A

Letter to Students

We would like to take this opportunity to thank you for helping us learn how you do your job. Your openness and cooperation really made our job a success.

We realize now how well you perform many difficult tasks and truly appreciate your knowledge and many skills. You were a good sport to be so patient in helping us understand the many aspects of your job.

What we have learned from you will help others in the future and you have made a real contribution to "progress through knowledge" at Burke Mills.

Thank you again for all your help.

Sincerely,

Virginia Davis
Mary Hewat

lm

Appendix B

Recruiting Posters

DO IT NOW!

Complete High School

JOIN US FOR CLASS

Improve Your Reading, Writing and Math Skills

After graduating over 36 years ago, this class taught me that I had retained most of the basic skills. It was interesting to do the problems and to brush up on the ones that I was low in. Teachers were great, also shows that Burke Mills has an interest in the associates.

Doris Bradshaw

FOR FURTHER INFORMATION
CONTACT: MAGGIE HUGHES

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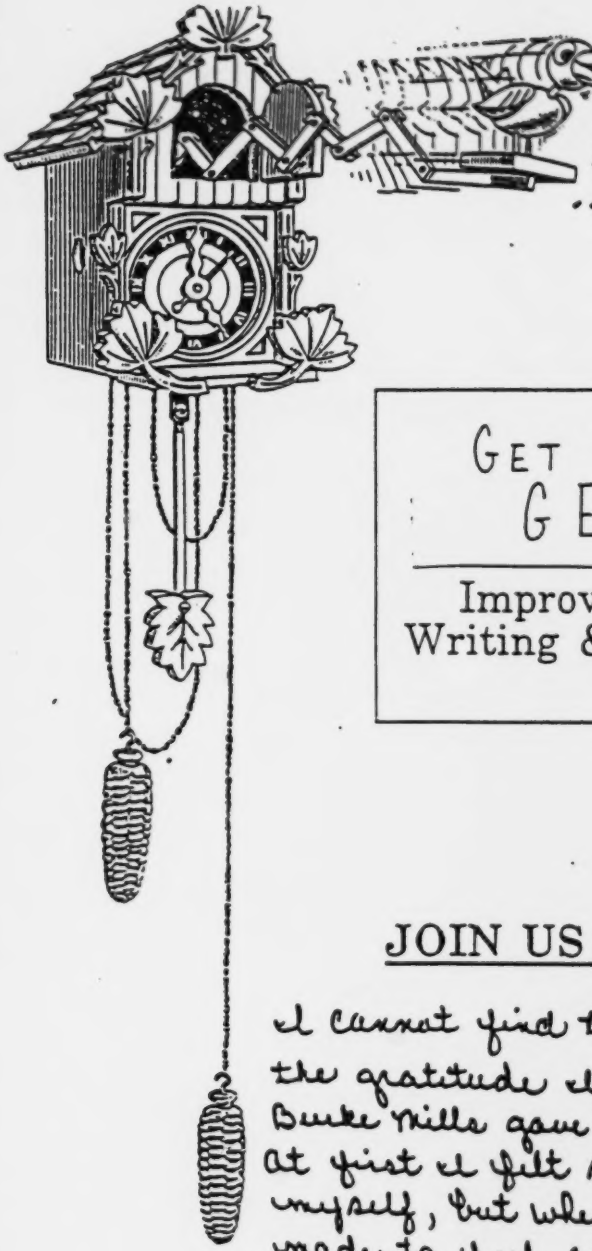


NOW! ...IS THE TIME!

GET YOUR
G E D

Improve Reading,
Writing & Math Skills

JOIN US FOR CLASS!

I cannot find the words to express the gratitude I have for the opportunity Burke Mills gave me to get my G.E.D. At first I felt scared and unsure of myself, but when I was tested I was made to feel comfortable and at ease. The teachers are the greatest. I feel very proud to have accomplished this. As a result of this I have enrolled at Western Piedmont and am taking some night classes to help me even more on my job and personal life.

Gail Gilley

ADULT EDUCATION CLASSES THROUGH
WESTERN PIEDMONT COMMUNITY COLLEGE
An equal opportunity institution.

Appendix C

Sample Certificates of Competency and Completion

Burke Mills
Certificate of Completion

awarded to

for competence demonstrated by successful completion of the

CASAS Daily Living Skills Test

administered by

Western Piedmont Community College

March 10, 1992

WPCC Dean of Continuing Education	*Executive Vice President*
WPCC Director of Adult Basic Education	*Vice President of Manufacturing*
Workplace Literacy Specialist	*Vice President of Human Resources*

Burke Mills
Certificate of Completion

has successfully completed the

Job Skills Enhancement Training

conducted by

Western Piedmont Community College

February 12, 1992

WPCC Dean of Continuing Education	*Executive Vice President*
WPCC Director of Adult Basic Education	*Vice President of Manufacturing*
Workplace Literacy Specialist	*Vice President of Human Resources*

Appendix D

Sample CCC Gains Report

GAINS REPORT for class 10 Master Fri May 29 1992 09:22

MATH CONCEPTS AND SKILLS Gains Report

	SESSIONS	GAIN IN PARTIAL PERIOD	SESS IN PARTIAL PERIOD	GAIN LAST PERIOD	TIME LAST PERIOD	GAIN SINCE IPM	TIME SINCE IPM	COURSE AVERAGE
109	56	0.06	6.00	0.17	3:39	0.39	8:06	4.11
105	51	--	1.00	0.26	3:51	0.57	8:07	4.91
120	15	0.06	5.00	--	--	0.06	0:57	3.55
101	61	0.09	11.00	0.22	3:44	0.46	9:17	4.49
121	13	0.04	3.00	--	--	0.04	0:33	4.58
103	56	0.04	6.00	0.32	3:40	0.61	8:27	5.40
150	13	2.47	13.00	--	--	2.47	2:17	2.48
102	4	--	--	--	--	--	--	4.43
110	--	--	--	--	--	--	--	--
114	6	--	--	--	--	--	--	3.91
122	4	--	--	--	--	--	--	3.44
115	19	0.07	9.00	--	--	0.07	1:43	4.32
113	47	0.13	17.00	0.24	3:41	0.37	6:54	3.97
123	-	--	--	--	--	--	--	--
111	2	--	--	--	--	--	--	3.02

Appendix E

Reader Leader

READER LEADER

THE LITERACY NEWSLETTER OF BURKE COUNTY

Burke County Literacy Council

JUNE 1992

A United Way Agency

Burke Mills: a major adult literacy success story

A major success story in workplace literacy has been taking shape at Burke Mills in Valdese, and according to educator Virginia Davis, the reason is that top management wanted it to be successful.

"You've got to have 100 percent commitment from management to make it work and Burke Mills has this," said Davis, workplace specialist in the Adult Basic Education Department at Western Piedmont Community College who has worked closely with the program.

The program began in January 1991 when WPCC established an afternoon basic skills class, scheduled to catch employees from two shifts. Later, a grant was awarded WPCC by the N.C. Dept. of Community Colleges to develop a curriculum for Burke Mills employees that would make them more effective in their work. Classes were then added in the morning to serve first-shift employees. An English as a Second Language class and a third-shift class were added later. All classes are held on company time.

The company furthered its support by building a classroom, dedicated exclusively to training. The classroom houses the four computers purchased through the grant. "The employees know that Burke Mills really cares about them," Davis said. "The things the company has done has demonstrated to employees that what they're doing is important."

What triggered the company to make such a commitment?

"Beginning in the early 1980's, Burke Mills made a decision to bring its facilities and equipment to a state of the art in order to become a world-class manufacturing facility," Richard F. Whisenant, president of Burke Mills, Inc., said. "While millions of dollars were being spent to achieve this goal, it became apparent that its personnel would need additional training, both in technical and educational skills.

"A partnership was formed with WPCC to achieve the skills levels necessary to operate its computer process equipment and information systems," he continued. "It is Burke Mills' belief that the goals to become world-class would never be achieved without the necessary training that the college has offered."

Employees are, indeed, reaching these skills levels as a result of the program. And to date, six employees have earned their GEDs through the college.

Non-readers are referred to the Burke County Literacy Council, and the company has gone out of its way to support these employees, too. For instance, one literacy student attended a recent national literacy conference in Raleigh, all expenses paid by the company.

A total of 103 employees out of 300 have been enrolled in the classes. The number in class at any one time is based on how many can be released to least affect production, Davis explained.

Davis has been quite impressed with the work being done on the computers. "The value is that critical thinking is required," she said. "There's a lot of problem-solving involved and it's as good a means of teaching critical thinking I've seen."

Davis and her colleagues have developed a model of a workplace curriculum as part of the final report for the grant which ends June 30. She hopes that other local industries will use the model to help their employees improve their skills.

What will happen at Burke Mills when the grant ends? "We'll keep right on doing what we've been doing," Davis said. "We're there for the duration– we'll stay until we're no longer needed. I've been working in this field for 15 years and I've never done anything as worthwhile as this."

Appendix F

Student Evaluations

Basic Skills

Class Evaluation

1. The basic skills classes have been:

__54__ helpful __1__ not helpful

2. The skills taught have helped you:

__7__ on the job __5__ at home __46__ both

3. Working on the computer has been:

__37__ helpful __5__ not helpful

4. Would you have attended class if it had not been during work time?

__19__ yes __32__ no

5. What did you like most about the class:

a. Math
b. Actual homework assignments. The review of all the work. The teachers being helpful.
c. Teachers were very helpful. I enjoyed them helping me.
d. It was during work time and helped me with my GED.
e. Helped toward getting my GED.
f. Everything
g. There was a lot of things I enjoy. I enjoy being taught by both teachers.
h. The teachers--very helpful--very understanding
i. It helped to refresh my math skills, after being out of school for so long.
j. It's OK.
k. Getting out of work.

Continued

l. It helped me in bringing up my math.
m. The computer (it was fun) but most learning things over.
n. Great teachers.
o. Computer
p. It helped me in learning more about the different maths and some reading that I couldn't understand.
q. I was able to get my GED. Teachers were very helpful.
r. It helped build up my confidence and helped me to know that I can do anything if I put my mind to it.
s. Accomplishing something that I didn't think I could do.
t. Getting to know other people in the plant and the teachers were very helpful.
u. Working on the computers and geting to know other people in the plant.
v. I enjoyed all of it.
w. Learning how to do math all over, mostly the fractions.
x. The class was not boring and the instructors were always willing to help.
y. The teacher's and meeting other people. It was a challenge to my mind and build up self-confidence.
z. The classes were very interesting and a challenge to me.
aa. The opportunity to learn and to work on the computer. The self-confidence it gave me.
bb. Mostly the teachers, but also, you worked at your own pace, nothing was rushed.
cc. My instructors being so helpful. Taking time to help.
dd. The nice way the teachers handled everything.
ee. Both teachers have been very helpful and kind to the individual. I like both working in the book and computer. The whole class was very enjoyable.
ff. Working on the computers--It brought back skills that I had forgotten.
gg. It brought me up on my math. It was like a refresher course. I had forgotten what I had learned in school and it helped me to do the work I use to do in school.
hh. Teachers were very helpful.
ii. The teachers and their understanding and how they help and also to refresh my mind to things I had forgotten working on the computer help a lot.
jj. The teachers
kk. Teachers were patient with me and were also a lot of help.
ll. The teachers--they made you feel that you could accomplish anything that was put before you.
mm. Learning things I had forgotten since finishing school 45 years ago.
nn. I liked the teachers very much. They were willing to explain any problem you had and were very nice. They made sure you understood what you were doing and didn't just let you go to something else to get you through.
oo. The teachers and their attitudes.
pp. Working with computers and the chance to relearn.

Continued

qq. Working on the computers
rr. Teachers
ss. Learned what I didn't know
tt. The friendly and helpful teachers

6. I would like to see the following changes made:

a. None (10)
b. More time covering the course.
c. I think everything was fine.
d. Office change
e. Really there shouldn't be any. Things are fine just the way they are, maybe 3 days a week instead of 2 days.
f. More computer
g. Computers could be explained better.
h. Focus mainly on what we need on the job and what skills that the department uses everyday. Different skills for each department.
i. More class time other than 2 days a week. It would be faster to complete the GED.
j. To use a blackboard to maybe explain and demonstrate problems more to understand better.
k. Nothing (2)
l. Use of blackboards also different classes
m. No
n. Learn more about using the computers
o. I would like to learn more about the computers. There should be no talking in class when you are trying to work.
p. Everything was perfect, no change. Keep up the good work you are doing for all of us here at Burke.
q. More time in classes and more time for computer. More on that training
r. Voluntary instead of mandatory
s. I would like more computer classes.
t. More computer classes.
u. Alright as set up.
v. A variety of different courses to choose from.

Appendix G

CASAS Statistics

Descriptive Analysis of CASAS Daily Living Skills
Reading Pre and Post Test Scores
Level C

	Form 35	Form 36	
N:	42	42	:N
M:	235.429	238.071	:M
SD:	6.532	5.853	:SD
estSD:	6.612	5.924	:estSD
AD:	5.490	4.585	:AD
CV:	3%	2%	:CV
Md:	239.000	239.000	:Md
Q:	10.000	9.000	:Q
R:	25.000	24.000	:R
Min:	218	220	:Min
Max:	243	244	:Max
Sk:	-1.640	-0.476	:Sk
Mo:	241 (N=10)	244 (N=9)	:Mo

CASAS Daily Living Skills
Reading Pre and Post Test Scores
Level C

		Form 35	Form 36
Value #	1	239	239
Value #	2	234	243
Value #	3	231	237
Value #	4	243	243
Value #	5	241	243
Value #	6	234	244
Value #	7	239	238
Value #	8	241	244
Value #	9	221	241
Value #	10	239	244
Value #	11	232	239
Value #	12	241	244
Value #	13	243	243
Value #	14	239	244
Value #	15	223	220
Value #	16	225	237
Value #	17	231	233
Value #	18	243	243
Value #	19	241	244
Value #	20	241	238
Value #	21	234	238
Value #	22	234	226
Value #	23	239	232
Value #	24	241	241
Value #	25	229	233
Value #	26	225	225
Value #	27	237	229
Value #	28	237	238
Value #	29	241	244
Value #	30	239	239
Value #	31	241	240
Value #	32	229	232
Value #	33	241	241
Value #	34	237	240
Value #	35	239	244
Value #	36	224	231
Value #	37	231	234
Value #	38	232	232
Value #	39	241	240
Value #	40	239	239
Value #	41	218	236
Value #	42	239	244

CASAS Daily Living Skills
Reading Pretest Scores

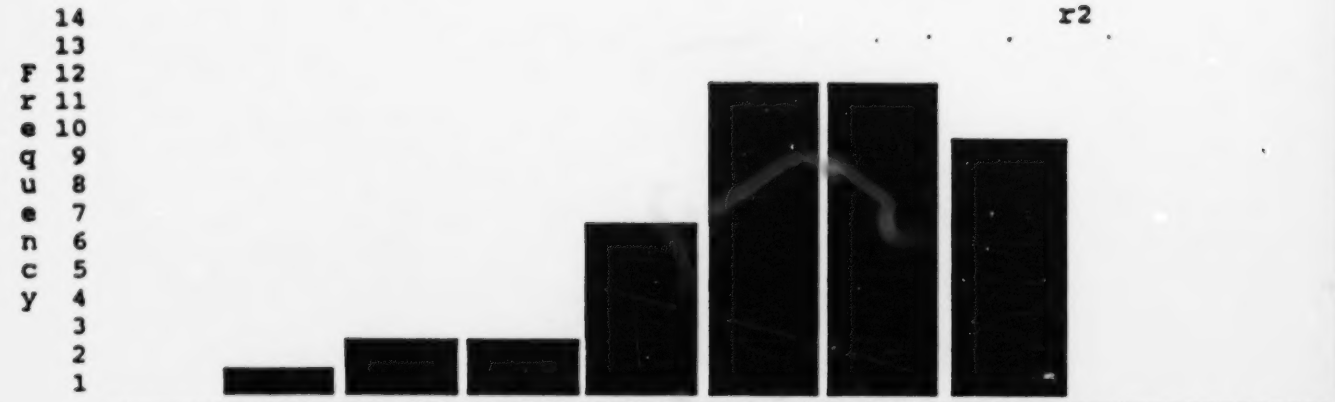
Level C, Form 35

	Below 218.00	218.00 221.99	222.00 225.99	226.00 229.99	230.00 233.99	234.00 237.99	238.00 241.99	242.00 245.99	246.00 249.99	250.00 253.99
Freq	0	2	4	2	5	7	19	3	0	0
Rel F	0%	5%	10%	5%	12%	17%	45%	7%	0%	0%

	254.00 257.99	258.00 261.99	262.00 265.99	266.00 269.99	270.00 273.99	274.00 277.99	278.00 281.99	282.00 285.99	286.00 289.99	Above 289.99
Freq	0	0	0	0	0	0	0	0	0	0
Rel F	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

CASAS Daily Living Skills
Reading Post test Scores

Level C, Form 36

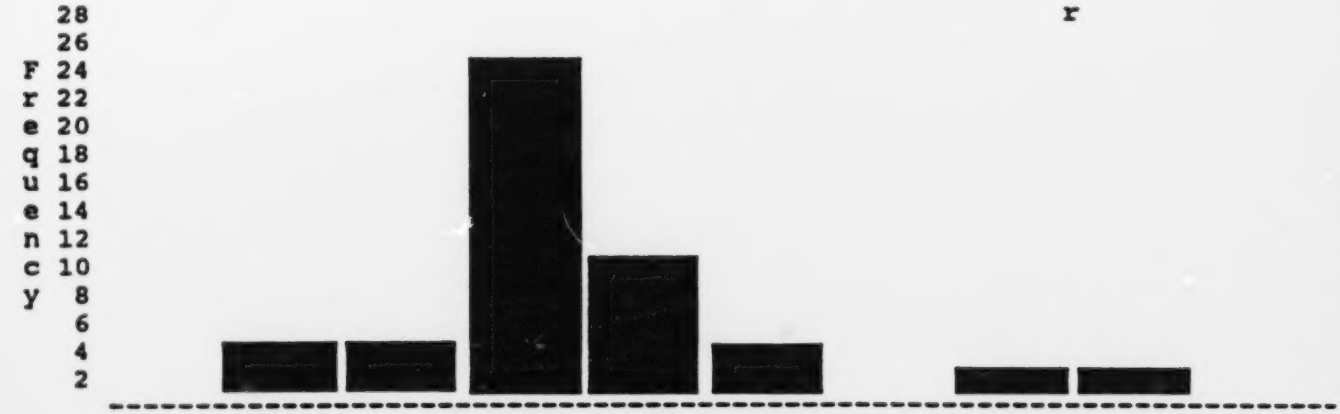


	Below 220.00	220.00 223.99	224.00 227.99	228.00 231.99	232.00 235.99	236.00 239.99	240.00 243.99	244.00 247.99	248.00 251.99	252.00 255.99
Freq	0	1	2	2	6	11	11	9	0	0
Rel F	0%	2%	5%	5%	14%	26%	26%	21%	0%	0%

	256.00 259.99	260.00 263.99	264.00 267.99	268.00 271.99	272.00 275.99	276.00 279.99	280.00 283.99	284.00 287.99	288.00 291.99	Above 291.99
Freq	0	0	0	0	0	0	0	0	0	0
Rel F	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

CASAS Daily Living Skills

Reading Gains



	Below -8.000	-8.000 -4.001	-4.000 -0.001	0.000 3.999	4.000 7.999	8.000 11.999	12.000 15.999	16.000 19.999	20.000 23.999	24.000 27.999
Freq	0	3	3	23	9	3	0	1	1	0
Rel F	0%	7%	7%	53%	21%	7%	0%	2%	2%	0%

	28.000 31.999	32.000 35.999	36.000 39.999	40.000 43.999	44.000 47.999	48.000 51.999	52.000 55.999	56.000 59.999	60.000 63.999	Above 63.999
Freq	0	0	0	0	0	0	0	0	0	0
Rel F	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Descriptive Analysis of CASAS Daily Living Skills
Math Pre and Post Test Scores
Level C

	Form 35	Form 36	
N:	58	58	:N
M:	230.414	239.397	:M
SD:	8.449	8.219	:SD
estSD:	8.522	8.291	:estSD
AD:	6.584	6.749	:AD
CV:	4%	3%	:CV
Md:	231.000	241.000	:Md
Q:	11.000	13.000	:Q
R:	42.000	43.000	:R
Min:	204	204	:Min
Max:	246	247	:Max
Sk:	-0.208	-0.585	:Sk
Mo:	231	247	:Mo
	239	(N=15)	
	241		
	(N=6)		

CASAS Daily Living Skills
Math Pre and Post Test Scores
Level C

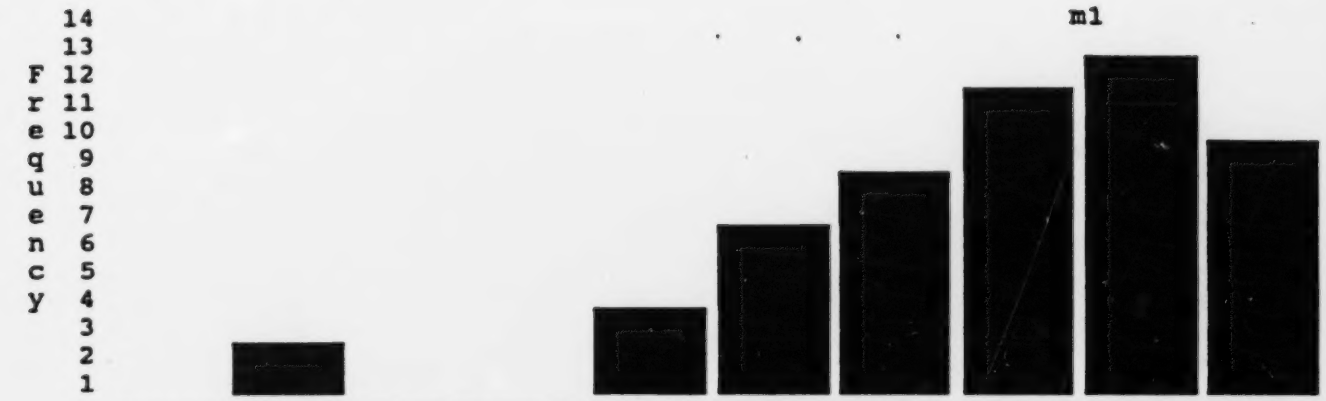
	Form 35	Form 36		Form 35	Form 36
Value # 1	223	231	Value # 51	239	247
Value # 2	227	235	Value # 52	234	227
Value # 3	229	236	Value # 53	241	246
Value # 4	232	231	Value # 54	231	243
Value # 5	232	246	Value # 55	218	237
Value # 6	232	229	Value # 56	237	247
Value # 7	231	247	Value # 57	241	247
Value # 8	231	246	Value # 58	235	247
Value # 9	232	237			
Value # 10	239	246			
Value # 11	204	232			
Value # 12	241	246			
Value # 13	220	228			
Value # 14	234	246			
Value # 15	241	246			
Value # 16	224	246			
Value # 17	235	204			
Value # 18	223	241			
Value # 19	226	232			
Value # 20	239	243			
Value # 21	235	246			
Value # 22	227	241			
Value # 23	241	241			
Value # 24	219	227			
Value # 25	224	228			
Value # 26	222	237			
Value # 27	216	231			
Value # 28	246	247			
Value # 29	231	231			
Value # 30	220	235			
Value # 31	226	237			
Value # 32	223	235			
Value # 33	224	235			
Value # 34	228	246			
Value # 35	232	237			
Value # 36	235	239			
Value # 37	231	247			
Value # 38	205	231			
Value # 39	239	247			
Value # 40	231	247			
Value # 41	228	234			
Value # 42	229	247			
Value # 43	239	247			
Value # 44	237	243			
Value # 45	234	247			
Value # 46	226	247			
Value # 47	228	234			
Value # 48	237	238			
Value # 49	241	247			
Value # 50	239	247			

Descriptive Analysis of Gains on CASAS Reading and Math Pre and Post Test Scores - Level C

N:	43	58	:N
M:	2.744	9.155	:M
SD:	5.261	8.339	:SD
estSD:	5.323	8.412	:estSD
AD:	3.576	5.826	:AD
CV:	192%	91%	:CV
Md:	3.000	8.000	:Md
Q:	5.000	10.000	:Q
R:	28.000	59.000	:R
Min:	-8	-31	:Min
Max:	20	28	:Max
Sk:	-0.146	0.416	:Sk
Mo:	0 (N=10)	8 (N=7)	:Mo

CASAS Daily Living Skills
Math Pretest Scores

Level C, Form 35



	Below 204.00	204.00 207.99	208.00 211.99	212.00 215.99	216.00 219.99	220.00 223.99	224.00 227.99	228.00 231.99	232.00 235.99	236.00 239.99
Freq	0	2	0	0	3	6	8	11	12	9
Rel F	0%	3%	0%	0%	5%	10%	14%	19%	21%	16%

	240.00 243.99	244.00 247.99	248.00 251.99	252.00 255.99	256.00 259.99	260.00 263.99	264.00 267.99	268.00 271.99	272.00 275.99	Above 275.99
Freq	6	1	0	0	0	0	0	0	0	0
Rel F	10%	2%	0%	0%	0%	0%	0%	0%	0%	0%

CASAS Daily Living Skills
Living Skills Math Test Scores

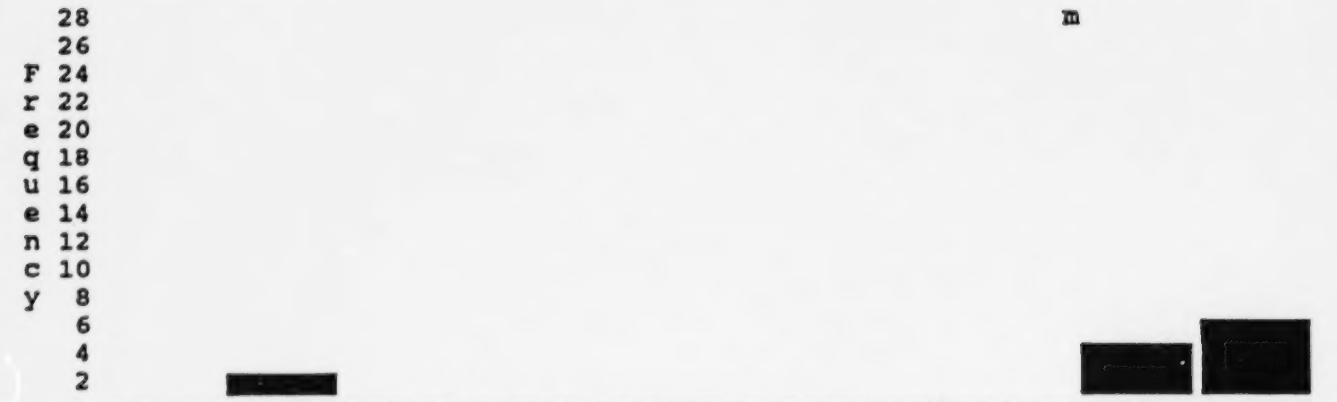
Level C, Form 36

	Below 204.00	204.00 207.99	208.00 211.99	212.00 215.99	216.00 219.99	220.00 223.99	224.00 227.99	228.00 231.99	232.00 235.99	236.00 239.99
Freq	0	1	0	0	0	0	2	8	8	8
Rel F	0%	2%	0%	0%	0%	0%	3%	14%	14%	14%

	240.00 243.99	244.00 247.99	248.00 251.99	252.00 255.99	256.00 259.99	260.00 263.99	264.00 267.99	268.00 271.99	272.00 275.99	Above 275.99
Freq	6	25	0	0	0	0	0	0	0	0
Rel F	10%	43%	0%	0%	0%	0%	0%	0%	0%	0%

CASAS Daily Living Skills

Math Gains



	Below -31.00	-31.00 -27.00	-27.00 -23.00	-23.00 -19.00	-19.00 -15.00	-15.00 -11.00	-11.00 -7.001	-7.000 -3.001	-3.000 0.999	1.000 4.999
Freq	0	1	0	0	0	0	0	0	4	5
Rel F	0%	2%	0%	0%	0%	0%	0%	0%	7%	9%

	5.000 8.999	9.000 12.999	13.000 16.999	17.000 20.999	21.000 24.999	25.000 28.999	29.000 32.999	33.000 36.999	37.000 40.999	Above 40.999
Freq	22	8	10	4	2	2	0	0	0	0
Rel F	38%	14%	17%	7%	3%	3%	0%	0%	0%	0%

Part 2

The Model

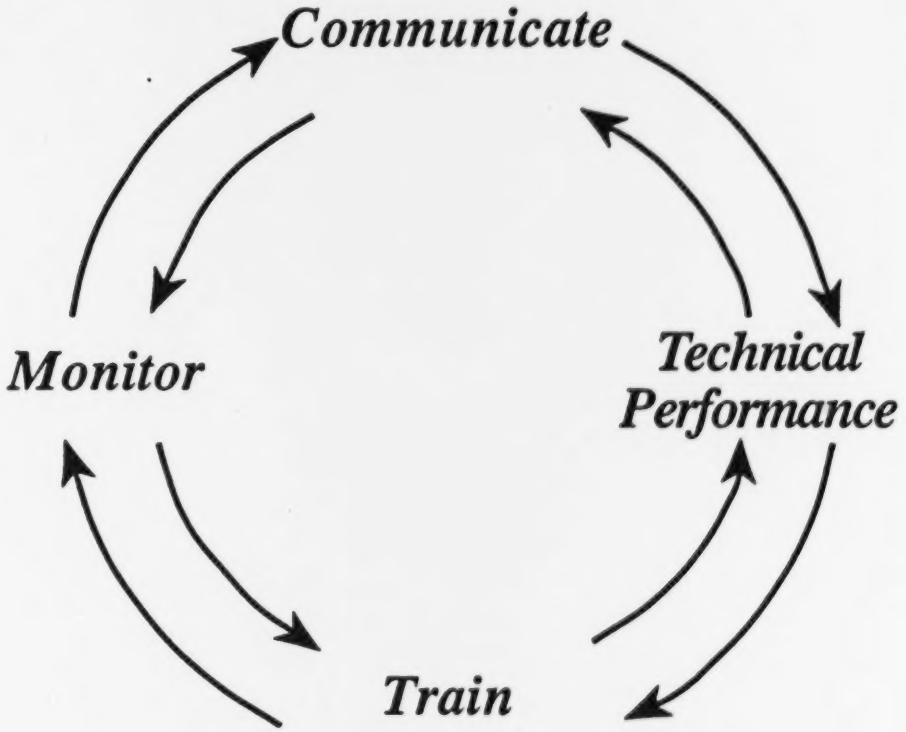
The Curriculum Model for Workplace Basic Skills is a flexible design for use as a guide in developing curriculum. The four performance activities will not apply to all worksites and there may be some worksites which require additional activities. For instance, not all worksites engage in formal training. The job competencies listed under each activity may have to be adjusted to fit a particular situation.

The four performance activities were observed being performed on every job at the project site, Burke Mills, Inc. The job audits yielded identification of the job competencies and the appropriate CASAS Life Skills Competencies were selected accordingly.

The Workplace Basic Skills Curriculum Outline shows the three digit CASAS competencies matched to the job competencies and a descriptive list of the CASAS competencies is included for easy reference. Successful use of the model and outline does not depend on the CASAS competencies, but they certainly enhance effectiveness.

The model and outline are offered simply as a resource, not a paragon, to any Workplace Basic Skills Staff member in need of a means of simplifying the sometimes complicated task of curriculum development.

Curriculum Model for Workplace Basic Skills



Communicate	Technical Performance	Monitor	Train
Technical Vocabulary	Technical Vocabulary	Technical Vocabulary	Technical Vocabulary
Read-To-Do	Read-To-Do	Read-To-Do	Read-To-Learn
Write	Write	Write	Write
Speak	Math	Math	Speak
Listen	Problem Solving	Problem Solving	Listen
	Critical Thinking	Critical Thinking	Math
	Computer Skills	Computer Skills	Computer Skills

WORKPLACE BASIC SKILLS

CURRICULUM OUTLINE

I. Basic Skills for Communicating

Job Competencies	CASAS Competencies
A. Technical Vocabulary	4.1.6
B. Reading To Do	
1. Messages	4.4.3,
2. Memos	4.4.3
3. Technical Instructions	4.4.3, 4.4.5
4. Forms	4.4.3
5. Graphics	1.1.3
6. Safety Directions	4.3.2
C. Writing	
1. Messages	2.1.7, 4.4.3
2. Memos	4.4.3
3. Technical Instructions	4.4.3, 4.4.5
4. Complete Forms	4.4.3
D. Speaking	
1. Messages	2.1.8
2. Technical Instructions	0.3.1, 4.4.5
3. Information and Feedback	0.3.1, 4.4.5
4. Safety Information	4.3.4
E. Listening	
1. Messages	0.3.1, 4.4.5
2. Technical Instructions	0.3.1, 4.4.5
3. Safety Warnings and Directions	4.3.2, 4.3.4

II. Basic Skills for Technical Performance

Job Competencies	CASAS Competencies
A. Technical Vocabulary	4.1.6
B. Reading To Do	
1. Manuals	4.3.2, 2.8.2
2. Specifications	1.1.3, 4.4.3, 6.6.5
3. Labels	1.7.3, 3.4.1
4. Directions	4.4.3
5. Dials and Gauges	6.6.4, 1.1.5
6. Routing Information	4.4.3
C. Writing	
1. Forms	4.4.3
2. Records	4.4.3
3. Routing Information	4.4.3
D. Math	
1. Whole numbers	6.0.2, 6.1.5
2. Fractions	6.3.1 - 6.3.5
3. Decimals	6.2.1 - 6.2.6
4. Percents	6.4.1 - 6.4.5
5. Time - Clock and Calendar	2.3.1, 2.3.2
6. Measurement - Standard and Metric	6.6.1 - 6.6.8
7. Averaging	6.7.5
8. Estimating	6.9.2
E. Problem Solving	
1. Individual	
2. Group	

Job Competencies	CASAS Competencies
F. Critical Thinking	
1. Sequence	
2. Compare/Contrast	
3. Decision Making	
4. Deductive Reasoning	
5. Prioritize	
6. Analyze	
7. Estimate/Approximate	
G. Computer Skills	
1. In-put	4.4.6
2. Change Screen	4.4.6
3. Read and Interpret Screen	4.4.7
4. Read and Interpret Computer Printout	4.4.7

III. Basic Skills for Monitoring

Job Competencies	CASAS Competencies
A. Technical Vocabulary	4.1.6
B. Reading To Do	
1. Print Outs	4.4.7
2. Manuals	2.5.6, 4.3.2
3. Tables	2.5.6, 4.3.2, 4.4.3
4. Forms	4.4.3
C. Writing	
1. Collect Data	4.4.5
2. Keep Records	4.4.3
D. Math	
1. Read Gauges	1.1.4, 1.1.5
2. Measure	6.6.4
3. Write Numbers	6.0.2
E. Problem Solving	
1. Model in Use at Workplace	
F. Critical Thinking	
1. Analyze	
2. Compare/Contrast	
3. Prioritize	
4. Sequence	
5. Estimate/Approximate	
6. Decision-making	
7. Deductive Reasoning	

Job Competencies	CASAS Competencies
G. Computer Skills	
1. In-put	4.4.6
2. Change Screen	4.4.6
3. Read and Interpret Screen	4.4.7
4. Interpret Printouts	4.4.7

IV. Basic Skills for Training

Job Competencies	CASAS Competencies
A. Technical Vocabulary	4.1.6
B. Reading To Learn	
1. Manuals	2.5.6, 4.3.2
2. Textbooks	2.5.6, 4.3.2, 2.8.1, 2.8.2
3. Instructions	4.4.3, 4.4.5
C. Writing	
1. Technical Instructions	4.4.3, 4.4.5
2. Note Taking	
D. Speaking	
1. Ask Clear Questions	4.4.5
2. Clarify Information	0.3.1, 4.4.5
E. Listening	
1. Follow Oral Instructions	0.3.1, 4.4.5
F. Math	
1. Whole Numbers	6.0.2, 6.1.5
2. Fractions	6.3.1 - 6.3.5
3. Decimals	6.2.1 - 6.2.6
4. Percents	6.4.1 - 6.4.5
5. Time - Clock and Calendar	2.3.1, 2.3.2
6. Standard and Metric Measurement	6.6.1 - 6.6.8
7. Averaging	6.7.5
8. Estimating	6.9.2
9. Interpret and Apply Formulas	6.5.3

Job Competencies	CASAS Competencies
G. Computer Skills	
1. In-put	4.4.6
2. Change Screen	4.4.6
3. Read and Interpret Screen	4.4.7
4. Interpret Printouts	4.4.7

CASAS LIFE SKILL COMPETENCIES

FOR WORKPLACE BASIC SKILLS CURRICULUM

0.3.1 Clarify or request clarification

1.1.3 Interpret maps and graphs

1.1.4 Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight

1.1.5 Interpret temperatures

1.7.3 Interpret operating instruction, directions, or labels for consumer products

2.1.7 Take telephone messages

2.1.8 Use the telephone to make routine personal and business calls

2.3.1 Interpret clock time

2.3.2 Identify the months of the year and the days of the week

2.5.6 Use library resources

2.8.1 Interpret information on new technologies and scientific issues

2.8.2 Use content tables and indexes

3.4.1 Interpret product label directions, warnings, danger signs, and symbols

4.1.6 Interpret general work-related vocabulary (e.g., experience, swing shift)

4.3.2 Interpret work safety manuals and related publications

4.3.4 Identify procedures for reporting training and job related hazards, accidents, injuries, and damages

4.4.3 Recognize and use occupational signs, charts, forms, and written directions

4.4.5 Interpret tasks related to clarifying, giving or providing feedback to instructions; and reacting to criticism

4.4.6 Interpret operating instructions and directions for use of a computer

4.4.7 Read or interpret computer generated printouts

6.0.2 Count and associate numbers with quantities

6.1.5 Perform multiple operations using whole numbers

6.2.1 Add decimal fractions

6.2.2 Subtract decimal fractions

6.2.3 Multiply decimal fractions

6.2.4 Divide decimal fractions

6.2.5 Perform multiple operations using decimal fractions

6.2.6 Convert decimal fractions to common fractions or percents

6.3.1 Add common or mixed fractions

6.3.2 Subtract common or mixed fractions

6.3.3 Multiply common or mixed fractions

6.3.4 Divide common or mixed fractions

6.3.5 Perform multiple operations using common or mixed fractions

6.4.1 Apply a percent to determine amount of discount

6.4.2 Apply a percent in a context not involving money

6.4.3 Calculate percents

6.4.4 Convert percents to common, mixed, or decimal fractions

6.4.5 Use rate to compute increase or decrease

6.5.3 Recognize or evaluate simple algebraic formulas

6.6.1 Convert U.S. Standard and International Metric System of Measurement

6.6.2 Recognize, use, and measure linear dimensions, geometric shapes, or angles

6.6.3 Measure area and volume of geometric shapes

6.6.4 Use measurement instruments

6.6.5 Interpret scale drawings

6.6.6 Calculate with units of time

6.6.7 Solve measurement problems in stipulated situations

6.6.8 Interpret mechanical concepts or spatial relationships

6.7.5 Compute an average from a given list of data points

6.9.2 Estimate answers

The

Model

Curriculum

The Burke Mills Curriculum

This curriculum is based on the Workplace Basic Skills Outline and consists of four main sections reflecting the performance activities shown on the model: communication, job performance, training, and monitoring. Included with each section is a copy of the relevant part of the outline.

An explanation of each job competency is presented with suggestions for instruction. Resources and learning activities are included.

There are some excellent materials currently on the market and this curriculum relies heavily on the following:

1. Basic Thinking Skills: Following Directions A and B. Critical Thinking Press and Software.
2. Building Thinking Skills: Book 2. Critical Thinking Press and Software.
3. Building Thinking Skills: Book 3.- Verbal. Critical Thinking Press and Software.
4. Writing for the World of Work. Educational Design, Inc.
5. Thinking Skills in the Language Arts. Educational Design, Inc.
6. Job Survival Skills. Educational Design, Inc.
7. Computer Literacy. Educational Design, Inc.
8. Job Survival Skills. Educational Design, Inc.
9. Critical Reading for Proficiency, Book 1. Educational Design, Inc.
10. Skills That Work: A Functional Approach for Life and Work. Contemporary Books, Inc.
11. Writing It Down. New Readers Press.
12. The Now Student. Jamestown Publishers.

Publisher Addresses

Contemporary Books, Inc.
Dep't. F92
180 North Michigan Ave.
Chicago, IL 60601
Phone: 1-800-621-1918

Critical Thinking Press and Software
(formerly Midwest Publications)
P.O. Box 448
Pacific Grove, CA 93950

Educational Design, Inc.
47 W. 13th St.
New York, NY 10011
Phone: 1-800-221-9372

Jamestown Publishers
PO Box 9168
Providence, RI 02940
Phone: 1-800-872-7323

New Readers Press
Dept. 52
PO Box 888
Syracuse, NY 13210-0888
Phone: 1-800-448-8878

The materials from Burke Mills are of value only in that they reflect the types of materials available in the workplace. The Personnel Director, Supervisors, and Training Directors are good sources of material.

WORKPLACE BASIC SKILLS

CURRICULUM OUTLINE

I. Basic Skills for Communicating

Job Competencies	CASAS Competencies
A. Technical Vocabulary	4.1.6
B. Reading To Do	
1. Messages	4.4.3,
2. Memos	4.4.3
3. Technical Instructions	4.4.3, 4.4.5
4. Forms	4.4.3
5. Graphics	1.1.3
6. Safety Directions	4.3.2
C. Writing	
1. Messages	2.1.7, 4.4.3
2. Memos	4.4.3
3. Technical Instructions	4.4.3, 4.4.5
4. Complete Forms	4.4.3
D. Speaking	
1. Messages	2.1.8
2. Technical Instructions	0.3.1, 4.4.5
3. Information and Feedback	0.3.1, 4.4.5
4. Safety Information	4.3.4
E. Listening	
1. Messages	0.3.1, 4.4.5
2. Technical Instructions	0.3.1, 4.4.5
3. Safety Warnings and Directions	4.3.2, 4.3.4

I. Basic Skills for Communicating

A. Technical Vocabulary - General - This vocabulary list should be mastered by all students. Practice can be provided through matching, filling in the blank, and spelling quizzes or bees. These are words used by all employees.

B. Reading to Do

1. Messages: A written message is an informal means of conveying and/or requesting information or instructions.
2. Memos: A memo is a formal means of conveying and/or requesting information or instructions. A memo should always state the addressee, sender, date and subject; however, there is no set order for this information. A memo should be short, concise and easily understood by the reader.
3. Technical Instructions: This means of written communication can be formal or informal. Technical instructions can be found in a standard format such as production information for a given period or can be found handwritten on a plain piece of paper taped to a machine. Mastery of technical vocabulary is required to follow instructions.
4. Forms: Printed forms are to be found in every phase of employment from bidding on a job to requesting leave. The ability to correctly complete a form affects the clarity of the communication.
5. Graphics: The use of this method of communication is increasing in workplaces where quality control, gain sharing and the team concept

are being employed. Graphs and charts are the primary forms of presenting information.

6. Safety Directions: More emphasis is being placed on safety by all levels of government. Make a copy of any written directions involving how to use fire extinguishers and general safety information.

C. Writing

1. Messages: In the industrial workplace, writing a message to convey and/or request information or instructions will require a legible handwriting and the correct spelling of technical vocabulary. Correct grammar is not essential except where clarity may be distorted.
2. Memos: Management and supervisors are generally the originators of memos. Correct grammar, spelling and syntax are important.
3. Technical Instructions: Written technical instructions can be formal or informal, temporary or permanent. Grammar is relevant only for the sake of clarity. Writing numbers and use of appropriate vocabulary are key factors in clear communication.
4. Forms: Completing forms correctly is essential to providing updated production information. Forms show what supplies are needed and what has been produced. Entering information in the wrong place on a form will make the communication incorrect and can affect production.

D. Speaking:

1. Messages: A spoken message should be clear and concise. Important messages should be followed up in writing.
2. Technical Instructions: Oral technical instructions require organization, sequence and clarity. This type of instruction is used to let workers know of upcoming changes in job operations.
3. Information and Feedback: Oral information should be accurate and explicit. If the information is long or detailed, it should be in writtenf form or accompanied by visual aids. Feedback should be objective and relevant.
4. Safety Information and Directions: Because of the inherent dangers in the industrial workplace the effective conveying of safety information is crucial. Oral safety information should be accompanied by written matter and graphics. Safety directions should be clear and complete.

E. Listening .

1. Messages: Due to the noise level in most production areas, listening can be difficult. Students should learn to ask for clarification, if listening is hampered.
2. Technical Instructions: Listening to technical instructions should be accompanied by notes or demonstration.
3. Safety Warnings and Directions: Listening to safety warnings and directions should be practiced as part of drills or simulations. If codes are to be used, they should be studied from written material.

I. Basic Skills for Communicating

A. Technical Vocabulary - General - This vocabulary list should be mastered by all students. Practice can be provided through matching, filling in the blank, and spelling quizzes or bees. These are words used by all employees.

A. absence
acceptable
acetate
acrylic
aisle
associates
attendance

B. benefits
boxes
Burke Mills

C. call back
number
centimeter
chemical
cleaning fluid
clerk
company
computer
cone
conversation
cotton
creel
cross-training
customer

D. danger
denier
departed
dial
dirty
DO NOT
BLOCK
doff
drug room
dye house

E. ear protection
efficient
emergency
employee
employer
enter
ethicon
excess
exit

F. filament
finished
fire
extinguisher
fixer
flow
fork lift
fumes

G. gain-sharing
gauge

H. hard
hazard
hire
holidays
hourly wage
hours

I. industry
inspector
insurance

J. job

K. keyboard
knot

L. leader
leave
lever
limits
loss
lot

M. machine
maintenance
management
manual
material
handler
meeting
mill
minutes

N. noise
nylon

O. office
oily
operator
orlon
ounces
over-time

P. packages
pay
peel
personnel
pirn
points
polyester
pounds
production
profit
promotion

Q. quality
qualifictions

R. rack
raw
receiving
reject
review
re-works

S. safety
salary
set
shift
shipping
sick-leave
size
soft
specification
spun
standards
supplier
swipe
s-twist

T. team
telephone
temperature
texture
thread
ticket
tow motor
training
tube
twist

U.

V. vacation

W. warehouse
weave
winding

X.

Y. yarn

Z. z-twist

B. Reading to Do

1. Messages: A written message is an informal means of conveying and/or requesting information or instructions.
2. Memos: A memo is a formal means of conveying and/or requesting information or instructions. A memo should always state the addressee, sender, date and subject; however, there is no set order for this information. A memo should be short, concise and easily understood by the reader.
3. Technical Instructions: This means of written communication can be formal or informal. Technical instructions can be found in a standard format such as production information for a given period or can be found handwritten on a plain piece of paper taped to a machine. Mastery of technical vocabulary is required to follow instructions.
4. Forms: Printed forms are to be found in every phase of employment from bidding on a job to requesting leave. The ability to correctly complete a form affects the clarity of the communication.
5. Graphics: The use of this method of communication is increasing in workplaces where quality control, gain sharing and the team concept are being employed. Graphs and charts are the primary forms of presenting information.
6. Safety Directions: More emphasis is being placed on safety by all levels of government. Make a copy of any written directions involving how to use fire extinguishers and general safety information.

I. Basic Skills for Communicating--Reading Resources

1. New Associate Message
2. Educational Assistance Program
3. Attendance Policy
4. Attendance Bonus Policy
5. Reading Strategy for Technical Instructions
6. Job Request Form
7. Report of Conversation with Employee Form
8. Graphs
9. Safety Information

TELEPHONE (704) 874-2261

TELEX 810-350-1501

Burke Mills, Inc.

FRANK GADDY YARN DIVISION

Dear New Associate:

Welcome to Burke Mills, Inc. We are delighted that you have chosen to join our team of associates.

Burke Mills values each of its associates. We believe that each person is unique and has many worthwhile ideas to contribute. That's why we have a different way of managing and compensating the people who work at Burke.

We manage using the team concept. All of our associates are part of a team led by their manager or supervisor. These teams meet weekly or biweekly for one hour. During these meetings, managers and associates:

Discuss follow up items from the previous meeting

Review performance data on graphs, tracking key measures in their area

Recognize and reward contributions by and good performance of team members

Work to solve problems to improve performance in their area

Answer questions and concerns of team members

Plan steps to be taken before the next meeting

Share news and information about the company, the department, and gainsharing

Everyone is part of a team, including managers who not only lead meetings, but are also on a team with their manager. This way we make sure that communication flows from the top down and back to the top. Your voice is heard at Burke!

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TELEPHONE (704) 874-2261

TELEX 910-350-1501

Burke Mills, Inc.

FRANK GADDY YARN DIVISION

We at Burke believe that associates should be rewarded for good performance. That is why we are implementing Gainsharing. A Task Force, made up of managers and associates, is now developing Burke's Gainsharing plan. The plan will begin in January 1990. With gainsharing, associates will share in the money they help to save by cutting cost and improving performance. After Burke meets certain profitability goals, associates will share in profits they help to create. When this happens, associates will receive a monthly bonus check based on how well they've done. The sky's the limit!!!

We look forward to a productive and mutually profitable working relationship with you. We're glad you're a part of the Burke Team.

Richard F. Whisenant
Executive Vice President

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TELEPHONE (704) 874-2281

TELEX 810-350-1501

Burke Mills, Inc.

FRANK GADDY YARN DIVISION

EDUCATIONAL ASSISTANCE PROGRAM

Burke Mills Educational Policy is to encourage associates to gain additional knowledge to better perform their current jobs and prepare themselves for future job opportunities by participating in adult education programs.

Educational assistance is available to full-time associates who meet the eligibility requirements and satisfactorily; complete course(s) designed to improve current job performance; complete course work to take on additional duties within the company; complete work on an initial Undergraduate Degree or Graduate Degree program which is useful to the company.

The plan is subject to the following conditions:

1. Courses must be offered by the area community school systems or accredited vocational schools, technical schools, colleges and/or universities.

2. Associates must meet eligibility requirements. Eligibility for assistance is conditional upon:

   A. The associate being in an active, full-time employment status at the time of the request for assistance and continuing in this status until completion of the course(s).

   B. The associates completing one year of active service with the company prior to the starting date of the course.

   C. The endorsement of the associate's Department Head and the approval of the Finance Department and Personnel Department prior to registration.

   D. Successful completion of the course(s) with a passing grade(s) while in the employment of the company.
   Passing grade = C.
   A copy of all grades will be kept in your personnel file.

If a passing grade of C is not acheived or a class is dropped before completion the associate may be required to reimburse the company for tuition and books for the said course.

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3. Courses taken must meet eligible requirements. Eligible course(s) include:

   A. Individual courses directly job related and of assistance to the associate in learning, maintaining, or improving current job required skills.

   B. Courses which are a part of the curriculum of an Undergraduate Degree Program in which the associate is registered. Completion of this program will result in the associate being awarded a Bachelors Degree.

   C. Courses which are a part of a graduate degree program, in which the associate is enrolled, which is currently job related.

5. Educational assistance is limited to 100% of tuition expenses which shall include the cost per credit hour, appropriate registration costs, books and laboratory fees. Excluded will be the cost of travel, parking, special fees, meals and other incidentals.

6. The Educational Assistance Plan will be administered by the Personnel Department.

All educational expense reimbersburment are subject to Internal Revenue Service regulations and will be addressed appropriately.

Associates are encouraged to sell books back to the college book store. These monies are to be given to the Personnel Manager.

If the books can not be sold, they should be given to the Personnel Department to be used for our Library.

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Burke Mills, Inc.

FRANK GADDY YARN DIVISION

APPLICATION FOR EDUCATIONAL ASSISTANCE

NO. _____ APPLICATION

PART I - TO BE COMPLETED BY ASSOCIATE

DATE: _____

DATE EMPLOYED _____

NAME _____

EMPLOYEE NUMBER: _____

DEPARTMENT _____

NAME OF SCHOOL _____ DEGREE & MAJOR _____

COURSE	TITLE	#	FALL	WINTER	SPRING	SUMMER	COURSE COST

NAME OF SCHOLARSHIP/ GRANT BEING RECEIVED	AMT.	COLLECTING VETERANS'S BENEFITS?	REGISTRATION FEE	$
		[] YES [] NO	LAB FEE	$
			PARKING FEE	$
REASON(S) FOR TAKING COURSE(S)		ELECTIVES [] MANAGEMENT []	ACTIVITY FEE	$
[] PART OF REQ. CURRICULUM			BOOKS	$
			OTHER	$
[] JOB RELATED COURSE(S) (EXPLAIN)				$
			TOTAL COST	

_____ TOTAL

EMPLOYEE'S SIGNATURE REIMBURSEMENT $ _____

PART II - TO BE COMPLETED BY ASSOCIATES TEAM LEADER

ARE THESE COURSES JOB RELATED?
YES [] NO [] (EXPLAIN BELOW)

77

_____ _____

TEAM LEADER'S SIGNATURE DATE

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TELEX 810-350-1501

Burke Mills, Inc.

FRANK GADDY YARN DIVISION

PART III - TO BE COMPLETED BY DEPARTMENT MANAGER

ARE THESE COURSES JOB RELATED? YES [] NO []
DO YOU RECOMMEND APPROVAL OF THIS REQUEST? YES [] NO []

WAS EMPLOYEE ASKED TO TAKE THIS COURSE? YES [] NO []
IF YES, BY WHOM? _____WHY? _____

COMMENTS

_____

_____

DEPT. MANAGERS SIGNATURE:_____DATE_____

PART IV - TO BE COMPLETED BY PERSONNEL DEPARTMENT

Your application for enrollment under the Education Assistance Plan in the course(s) above is approved. Keep both copies of this form in your possession until you have completed your course(s), at which time completed. PART VI, and forward copies to the Personnel Department along with your grade(s) and receipt as described above.

Personnel Department_____Date:_____

PART V - APPROVAL_____

PART VI - TO BE COMPLETED BY EMPLOYEE UPON COMPLETION OF COURSE(S)

Certification of sucessful completion and evidence of the total cost of tuition paid for the successful completion of the course(s) above accompany this request for reimbursement under this Plan.

Employee's Signature:_____Date_____

POST OFFICE BOX 190 • VALDESE, NORTH CAROLINA 28690

TO: ALL ASSOCIATES FROM: PERSONNEL

SUBJECT: NEW ATTENDANCE POLICY DATE: JANUARY 1, 1989

While most of our associates have very good attendance records, some associates have excessive absenteeism. Chronic absenteeism places an extra burden on associates who have good attendance and also causes additional costs and inefficiencies which are reflected in the associates profit sharing distribution. We must address this problem and deal with it appropriately.

Effective January 1, 1989 we will begin our <u>new</u> attendance policy. This is a firm but very fair procedure to reduce absenteeism. Details of this procedure are explained on the following pages. You will have the opportunity to ask questions about the procedure by writing your questions on the attached form or contact the Personnel Department.

Existing steps will be maintained and points will be assigned to those steps by the Personnel Committee and reviewed with each associate.

QUESTIONS

NEW ATTENDANCE POLICY

Please write any questions you have about our New Attendance Policy. We will answer these questions by bulletin board posting as well as a personal answer to you if you choose to sign your name.

I have a question about ---

CALL IN PROCEDURE

It is the associates responsibility to call the plant to report his/her absence.

The associate follows the following procedure to call in.

Associates should call 874-2261 and ask for the person taking call-ins. Associates should allow the phone to ring at least ten (10) times.

Associates working 8 hour shifts

First Shift associates may ask for call-in numbers until 8:00 A.M. NO CALL IN NUMBERS WILL BE GIVEN AFTER THIS TIME.

Second Shift associates may ask for call-in numbers until 4:00 P.M. NO CALL IN NUMBERS WILL BE GIVEN AFTER THIS TIME.

Third Shift associates may ask for call-in numbers until 12:00 A.M. NO CALL IN NUMBERS WILL BE GIVEN AFTER THIS TIME.

Associates working 12 hour shifts

Day shift
8:00 A.M. NO CALL IN NUMBERS WILL BE GIVEN AFTER THIS TIME.

Night shift
8:00 P.M. NO CALL IN NUMBERS WILL BE GIVEN AFTER THIS TIME.

Failure to ask for a call-in number by the time designated will result in step progression for failure to get a valid call-in number.

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The person taking the call will give the caller a "call-in verification number". It is the responsibility of each associate to ask for a call-in verification number. In addition, the party taking the call will notify the associate's supervisor of the call-in being received. It is not necessary for the associate to report the absence to his/her supervisor. However, you may talk to your supervisor at the time of the call-in.

If the associate reports absence by sending word with another associate, the supervisor is to follow this procedure:

> Report the call into the guard or the switchboard operator so the absent associate's name can be added to the call-in log.

If the associate has requested time off and this has been approved in advance, the associate is not obligated to report his/her absence through the normal call-in procedure. The associates name will be placed on the call-in log at the time he/she receives advance permission from his/her supervisor.

In order to fairly administer our attendance policy to everyone, effective January 1, 1989, we will use a Point System for time absent. All absent time will be counted for point accumulation except for the following: Company Approved Bereavement Leave
Company Approved Jury Duty
Company Approved Holiday Pay
Company Approved Personal Leave With Pay (vacation)

I. No Call In — No Show — 36 Points
(Failure to call in or notify your supervisor for 3 days is an automatic termination.)

II. Call In — No Doctor Excuse — 29 Points

III. Call In — With Doctor Excuse — 20 Points

IV. Not Working Full Shift: Hours not worked with no doctor excuse will be multiplied by 3 points.
Hours not worked with doctor excuse will be multiplied by 2 points.
(round to nearest point)

V. Tardy — 3 Points

Tardiness includes punching in after your scheduled shift. IE. 7:01 is tardy for 1st shift, 3:01 is tardy for 2nd shift, and 11:01 is tardy for 3rd shift. Associates on the 12 hour shift are tardy at one minute after their respective shift starts. After one hour the associate will receive points for not working full shift as described in number IV. above. This tardy definition is the same as the attendance bonus definition.

VI. Leaving Early

Leaving early is defined as leaving work before your scheduled shift is up. After one hour the associate will receive points for not working full shift as described in number IV. above. This leaving early definition is same as the attendance bonus definition.

VII. Leave of Absence Personal — 1 Point per day

All full time associates who have completed the 90 day probation period are eligible for a Personal Leave of Absence. A Personal Leave of Absence may be granted for two (2) occurances up to a total of thirty (30) calander days. In order to be eligible for a Personal Leave of Absence you must not have available any Personal Leave with Pay (vacation days) or be in Step II or Step III.

VIII. Leave of Absence Medical — 1/2 Point per day

All full time associates who have completed the 90 day probation period are eligible for Medical Leave. Upon providing evidence from his/her Doctor for absenteeism. Medical Leaves may be granted for up to six (6) months, but not to exceed two (2) Leave of Absences per year.

After an associate obtains points for absenteeism, these points can be worked off: (1) point per calendar day for attendance. Points for attendance are used to work off points accumulated due to absences only and are not accumulated below zero.

IX. Bad Weather Policy

Bad weather is defined as the period of time announced for school closing in Burke County. **No points will be given or taken for these days.

Steps will be assigned with the following point accumulation:

Step	I	II	III	IV
Points	60	90	120	150
Action Taken	written warning	written warning counseling with Supervisor, Department Manager. Personnel Manager	written warning counseling with Supervisor, Department Manager, Personnel Manager, Personnel Committee	subject to dismissal

Points will be calculated at the end of each work week.

TIME CARD PROCEDURE

A. Personnel Department

Each day the Personnel Department will pull the time cards of absent associates and will deliver these time cards to the associate's supervisor. The Personnel Department will replace the regular time card with an Absentee Time Card (pink card). A daily list will be compiled by the department of all associates who have been given an Absentee Time Card that day, and the names of associates who have an Absentee Time Card in the rack for the second consecutive day will also be added to this daily list. This list will be turned in to Personnel each day. On the third day that Absentee Time Card remains in the rack, it will be pulled and sent to Personnel.

Pink Cards are given for all absences excluding vacation and laid off time.

B. Associate

When the associate returns to work, he/she will follow the instructions on the front of the Absentee Time Card (pink card) by "clocking" the card and filling in the necessary information. The associate then takes the Absentee Time card (pink card) to his/her supervisor.

All pink cards are to be reviewed and signed by the supervisor and returned to the Personnel Department.

ATTENDANCE AWARDS

Associates who have perfect attendance - - no absences and no tardiness - - for a full calendar year will receive a gift award. Associates who have exceptional attendance - - no more than 16 hours of absence or tardiness - - for a full calendar year will also receive a gift award, but of a lesser value than the perfect attendance award.

Medical Leave for Immediate Family Members — 1/2 Point per day

For use only when absolutely necessary. Must first use all available vacation time if any is available. Employee must give reasonable advance notice to Personnel and Department Manager and must furnish completed form from Doctor to Personnel before this Medical Leave is valid.

Immediate Family is defined as:

Father, Mother, Spouse, Children, Father-in-Law, and Mother-in-Law.

Can use a maximum of two (2) Medical Leaves for immediate family per year. Maximum of thirty (30) days each (60 days total).

BURKE MILLS INCORPORATED REVISED 8-29-90
COMPANY POLICY
ATTENDANCE BONUS

All full time hourly paid associates will be eligible to participate in an attendance bonus program effective December 27, 1987. This policy is intended to allow those with perfect attendance to be compensated by Burke Mills for their dependability and punctuality.

Attendance bonuses will be determined at the end of a specific four week period and will be paid with a separate check.

Perfect attendance means that a qualified associate has not missed any scheduled work time. He or she is expected to report each scheduled work day promptly on time and to remain until the required scheduled shift is completed. If an associate does not report to work on a scheduled work day, then he or she is considered absent. The only exceptions are:

(1) Approved Bereavement Leave.
Bereavement leave applies only to immediate family. Immediate family is defined as follows: Spouse, Children, Step-Children, Mother, Step-Mother, Father, Step-Father, Sister, Brother, Grandparents and Grand-Children. Also included are corresponding relatives of spouse.

(2) Approved Jury Duty Leave.
Burke Mills, Inc., encourages its associates to fulfill civic responsibilities and grants time off for jury duty. Pay for such time will be the difference between fees received and pay the individual would have received from unworked scheduled hours.

A form from the Clerk of Court showing the amount received for jury duty must be obtained and turned in to the individual's supervisor.

(3) Approved Paid Vacation Time (Personal leave with pay).
Associates with from one (1) to five (5) years of continuous service will receive ten (10) days of personal leave with pay. These ten (10) days will be: five (5) days during July 4th week and five (5) days during Christmas week when the company closes.

Associates with from five (5) to ten (10) years of continuous service will receive fifteen (15) days of personal leave with pay. Associates with from ten (10) years to twenty-five (25) years of continuous service will receive twenty (20) days of personal leave with pay. Associates with over twenty-five (25) years of continuous service will receive twenty-five (25) days of personal leave with pay.

(4) An Associate who, as a result of an injury at work, has to leave work to receive medical attention will be paid for the remainder of the shift. Medical treatment must be authorized by your immediate supervisor; and absences from work for that period will not disqualify an associate for that week. However, failure to return to work on the next scheduled shift will be a disqualification for that week.

(5) Tardiness will be generally regarded as an absence. However, one (1) tardy day per week will not constitute an absence as long as it does not exceed 15 minutes (25 hundredths clock time). Two (2) tardy days in any one week will be considered an absence, regardless of time. Any tardy over 15 minutes (25 hundredths) is an automatic absence for attendance purposes. Tardiness includes punching in after your scheduled shift Ie., 7:01 is tardy for 1st shift, 3:01 is tardy for 2nd shift, and 11:01 is tardy for 3rd shift. This definition of tardy is for the attendance bonus.

Leaving early also constitutes a tardy.

Amount of Bonuses:
For Perfect Attendance for 4 weeks will be 12 percent.
For Perfect Attendance for 3 weeks will be 7 percent.
For Perfect Attendance for 2 weeks will be 0 percent.
For Perfect Attendance for 1 week will be 0 percent.
Amount of attendance bonus is based on total gross pay for four weeks.

Attendance bonus checks will be issued during the latter part of the week following the end of the specific four-week bonus period. The only required deductions made against these check will be - social security tax, federal income tax, state income tax, and 401-K.

A Reading Strategy

Here is a reading strategy to help you interpret what you read in daily life and on the job. On the following pages, you'll learn a five-step strategy that can help you make sense out of many procedures that you read.

Step 1: Define your purpose for reading.
Step 2: Skim the text quickly to find the needed information.
Step 3: Read carefully the parts that relate to your purpose.
Step 4: Summarize the information.
Step 5: Evaluate your interpretation.

Applying the Reading Strategy

Read the instructions below. Then, apply the strategy step-by-step.

Using the Automated Teller Machine (ATM)

The Automated Teller Machine is quick and easy to use, and it is safe! Only you and the bank know your identification code. No two account holders have the same code. You can make deposits as well as withdrawals. Your card, which is good for three years, gives you access to one of the many hundreds of ATMs throughout the city.

Here's how to use the ATM: Insert your card and type in your four digit identification code. Next, press the correct code for your transaction—deposit or withdrawal. Follow the instructions that appear on the screen. You can perform only one transaction at a time. When you have completed all of your transactions, press 6. Take your card and transaction slip.

Step 1: Define your purpose for reading.
The purpose often is stated in the title or heading of the text. The purpose is your reason for reading. Before you read a memo, a list of guidelines, or a procedure, ask yourself: what is my purpose for reading this?

► Refer back to the passage above. What would be your purpose for reading it?

_____

_____

Answer: The purpose is *to learn how to use the ATM.*

Step 2: Skim the text quickly to find the needed information.
It is not always necessary to focus on every line of a text that describes a process. Some parts or paragraphs are more important than others. The passage above has two paragraphs, but only one relates to your purpose.

skim: to read quickly for general information and main ideas 41

▶ Which paragraph relates to your purpose?

_____

Answer: Paragraph *two* relates to the purpose of using an ATM. Paragraph one gives interesting facts about the ATM but does not tell how to use it.

Step 3: Read carefully the parts that relate to your purpose.

You are concerned only with the steps that relate to your purpose—using the ATM. When you are reading, it helps to note the steps by underlining them or listing them in order. What are the six steps for using the ATM that are described in paragraph two? List them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Answer: You should have listed these steps: *(1) Insert your card. (2) Type in your identification code. (3) Press the correct code for your transaction. (4) Follow the instructions on the screen. (5) Press 6 when you have completed your transaction. (6) Take your card and transaction slip.*

Step 4: Summarize the information.
To know whether you really understand what you read, it is a good idea to put the information into your own words, keeping only the important points in mind. For example, a reasonable **summary** of using the ATM might be:
Put in your ATM card and type in your i.d. code. When the screen tells you, press the code for your transaction. Do what the screen tells you. After you have finished, press 6 to get your card back. Take the transaction receipt and your bank card.

summary: a short statement that tells the main idea

Step 5: Evaluate your interpretation.
To find out if you understood what you read, you must decide whether or not you achieved your purpose. If you did not, the problem could be in your misinterpretation of the information. Go over your written steps to make sure that they match the information given in the instructions. If necessary, change your summary so that it correctly shows how the procedure is to be followed.

▼ Work Out

The text below is something that you might read in an employee's handbook. Imagine that you are an employee of Jackson Bindery, and your goal is to apply for another position within the company. Follow the five-step reading strategy described on pages 4 to 6 to help you interpret the policy:

1. **Define your purpose for reading.**
2. **Skim the text quickly to find the needed information.**
3. **Read carefully the parts that relate to your purpose.**
4. **Summarize the information.**
5. **Evaluate your interpretation.**

JACKSON BINDERY'S HIRING POLICY

Policies and Practices

Jackson Bindery believes in providing its employees with opportunities for advancement. Open positions will be posted in the Personnel office five working days before they are advertised outside the plant. All applicants will be considered using the same objective rating scale. However, Jackson's policy has always been to favor employees who are in good standing over outside applicants in cases where both are rated equally.

Application and Selection Process

All interested parties—current employees as well as prospective employees—must complete an application. Current employees applying for new positions must notify their immediate supervisor in writing. Applicants are interviewed by the Department of Human Resources to determine eligibility for the position. If the interviewer determines that the candidate deserves serious consideration for the job, then the head of the department that has the opening interviews the candidate. After this step, the immediate supervisor of the open position interviews the candidate.

After the third interview, the Department of Human Resources interviewer, the department head, and the supervisor meet to make the selection. The greatest weight will be given to the supervisor's recommendation. If a current employee is selected, then that employee's immediate supervisor must approve the transfer. Finally, a written offer is presented to the candidate chosen.

Probationary Status

All new employees will be on probation for a period of ninety calendar days, starting on their first day of employment. Upon successful completion of this period, new employees will be classified as regular employees and will become eligible for all benefits to which they are entitled. Regular employees hired to new positions will continue to receive their benefits through the probationary period. Failure to satisfactorily complete the probationary period may result in termination or, in the case of regular employees, transfer to a less responsible position.

1. What is the purpose of the information?

_____

2. a. Skim the text to find needed information. Which paragraphs do *not* provide information that a current employee would need to apply for another position?

_____

b. How could this employee determine which paragraphs to read and which ones to pass over?

_____

_____

3. What are the five steps that a current employee would follow in applying for a new position with Jackson Bindery? List them in order.

a. _____

b. _____

c. _____

d. _____

e. _____

4. Summarize the procedure that a new employee would follow to apply for a position.

_____

_____

_____

_____

5. Evaluate your interpretation to see if it matches the guidelines of the hiring policy.

_____

_____

_____

_____

ON THE JOB

Assume that you work for a mail-order house. Below is a description of the filing system. Read the guidelines, and then answer the questions using the reading strategy described on pages 4 to 6.

WENTWORTH'S FILING SYSTEM

Wentworth Retailers' filing system is designed to allow easy retrieval of an individual customer's account information. All accounts are set up according to their zip codes. Each city or town is organized by zip code, from lowest to highest. Within each zip code, the accounts are then classified alphabetically by last name.

The Cross-Index File
In addition to the zip-code file, the system has a cross-index file as a backup. All customer accounts are listed alphabetically in the cross-index file. The customer's address also is listed in this file. If you must find a customer's file but do not know the zip code or address, refer to the cross-index file.

Creating New Files
When making a file for a new customer, prepare the file label as follows: Hit the *create* key. On the first line, type into the computer the customer's last name in all caps (capital letters). Then enter the first name and middle initial. Type a business's name in all caps also. On the second line, enter the customer's street address. Enter the city, state, and zip code on the third line. Also, have the word-processing support staff type up an index card for the cross-index file. This serves as a permanent record in case the system goes down or the information is accidentally deleted. The support staff should type the customer's name, street address, city or town, state, and zip code, using the procedure described above.

Updating Files
To update files (change information that already exists in the system), call up the *update* function of the computer. Then make the necessary changes. You cannot update files using the *create* mode.

When updating files, be sure that you also update the information on the index cards so that they match the computerized files. Remember, it is less time-consuming to do all your "updates" or all your "creates" at once rather than move between these two functions. After updating all accounts, exit the system.

1. The purpose of the guidelines above is to _____

_____

2. The guidelines include three headings. If your purpose is to add new customer accounts to the system, which of the five paragraphs would be your main reading focus?

   a. _____

   Your skimming skill would help you to identify the name of the section. What is it?

   b. _____

3. Assume that your purpose is to change account information. List the four steps for doing this:

   a. _____

   b. _____

   c. _____

   d. _____

4. You are asked to create new files for three customers: Ida J. Gleeson, 4454 Comerford Lane, Paducah, KY 42007; Hubert M. Gladstone, 3965 S. Birchwood Grove, Paducah, KY 42003; and Bluegrass Ceramics Works, 1939 E. Plankbridge Ave., Paducah, KY 42001. On a separate sheet of paper, show how they should appear.

5. Evaluate your interpretation of the procedure for creating these files. Does your understanding agree with the guidelines? Why or why not?

_____

_____

_____

_____

JOB REQUEST FORM

Name_____Social Security #_____

Present Job Title_____Dept._____Shift_____

Present Supervisor_____

Desired Job Title_____

Desired Department_____Desired Shift_____

Nature of Request:

Promotion_____"Lateral" Transfer_____"Downward"Transfer_____

Reasons for Request:_____

_____

_____

Special Qualifications for Job Sought:_____

_____

_____

Date of Job Request:_____

I understand that this job request will automatically expire on January 15, 19___.

_____
Signature

REPORT OF CONVERSATION WITH EMPLOYEE

TO PERSONNEL DEPARTMENT

NAME_____ SS#_____

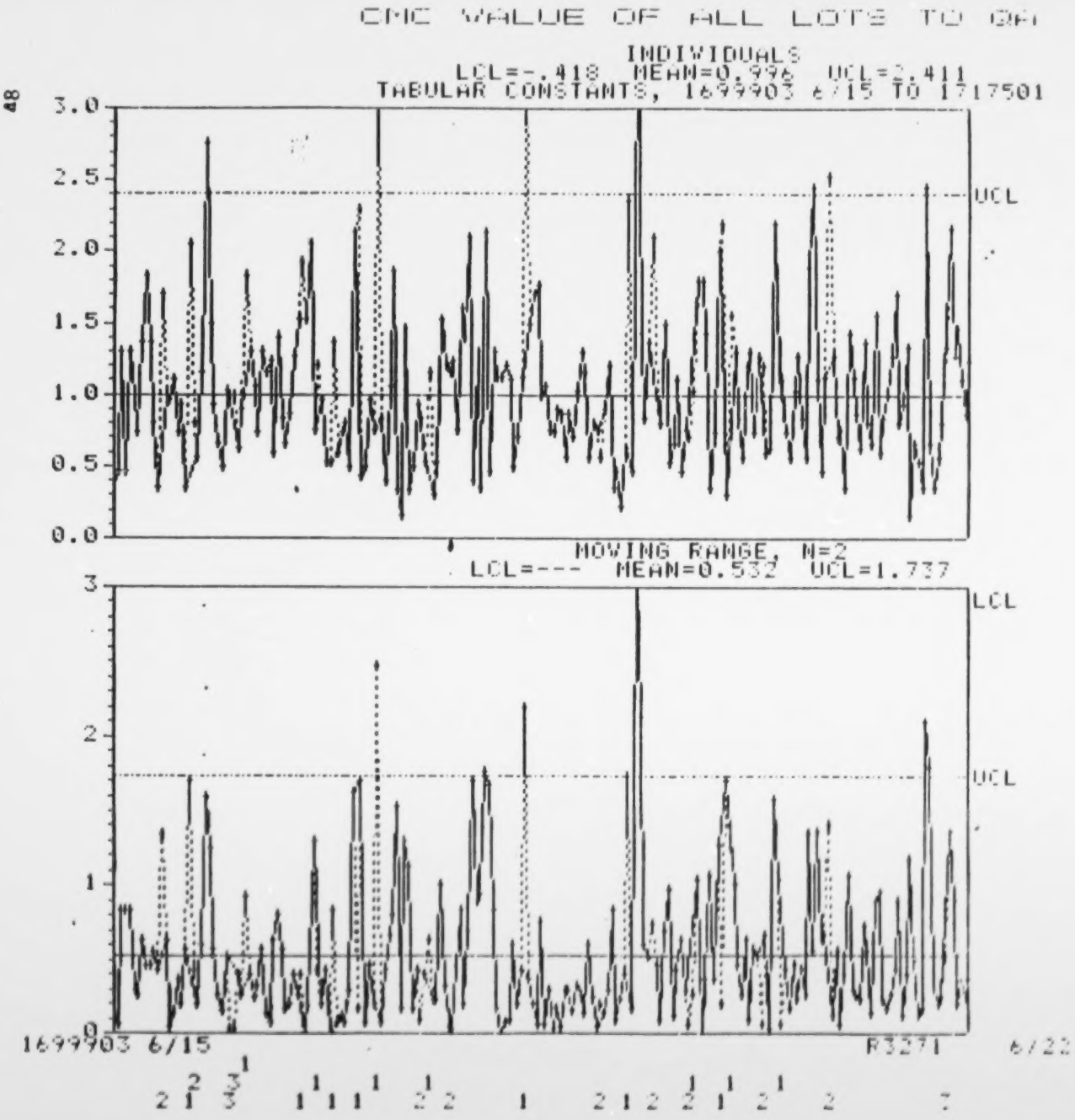
JOB_____ DEPT_____

DATE_____

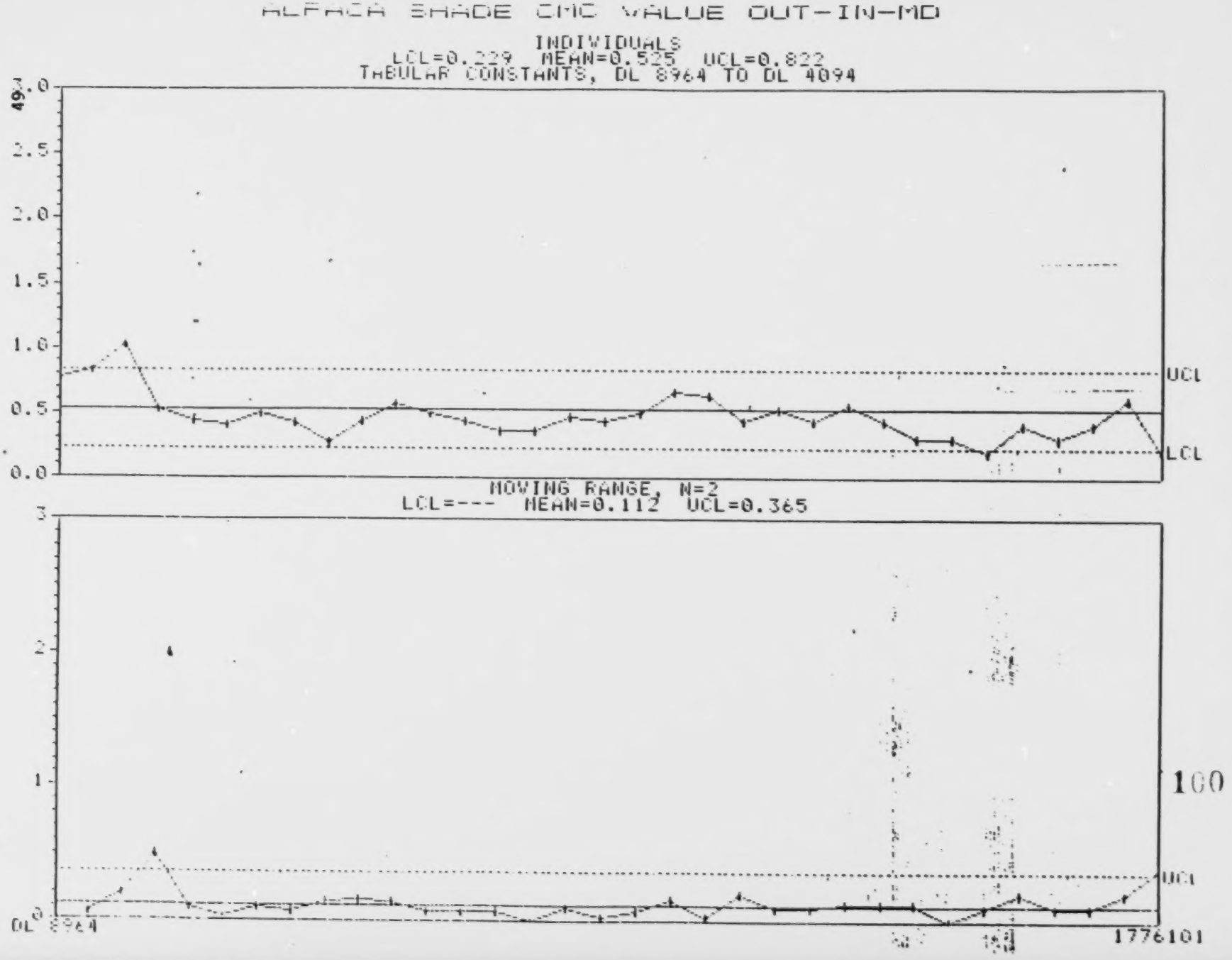
REPORT:_____

_____

_____



BEST COPY AVAILABLE


ALPHA SHADE CMC VALUE OUT-IN-MD
INDIVIDUALS
LCL=0.229 MEAN=0.525 UCL=0.822
TABULAR CONSTANTS, DL 8964 TO DL 4094
493
3.0
2.5
2.0
1.5
1.0
0.5
0.0
UCL
LCL
MOVING RANGE, N=2
LCL=--- MEAN=0.112 UCL=0.365
3
2
1
0
UCL
DL 8964
1776101

99

100

BURKE MILLS DRUGROOM SAFETY POLICY

MAY 18, 1988

TO: ALL DRUGROOM PERSONNEL

SUBJECT: DRESS CODE

In our previous dress code trial, it was noted that the yellow jump suit was extremely hot. The yellow jump suit gives maximum protection.

Change: Management realizes the need for comfort, as well as protection. With this in mind, the drugroom personnel will not be required to wear the hot yellow jump suit. The protective apron must be worn instead. If anyone wishes to wear the white jump suit, the protective apron must be worn also, since the white jumpsuit does not offer protection.

Apparel: The following will be issued to be worn in the Drugroom:

* 1. Rubber boots
* 2. Rubber gloves (long)
* 3. Rubber apron
* 4. Safety goggles
* 5. Face shields will be worn over safety goggles when handling chemicals

The above equipment will be worn by all drugroom associates while performing work duties outside of the breakroom.

Each associate will be assigned a locker to store their safety equipment and clothing in. This locker area is located in the shower room beneath the drugroom.

Burke Mills will supply locks and keys for each individual locker. No associate is to use his or her personal lock on these lockers.

The following hygiene practices must be followed:

No door ← The breakroom door in the drugroom is to remain closed at all times.

Each associate is to wash hands before eating.

Eating and smoking permitted in breakroom only.

Labeling:

Specific labeling identification for the following:

(6) White 4 gal. pails with spout - labeled - Acetic Acid
(6) Red 5 gal. pails - labeled - Formic Acid
(6) Black 3 1/2 gal. pails - labeled - Sulfuric Acid
(4) Stainless steal pails - labeled - Caustic

All materials that are gotten up for use must be labeled.

All materials that are not used within a given work shift must be properly labeled if left for the next work shift.

If any material is not properly identified do not use until proper identification can be made.

Safety showers must have pull chains hanging at arms reach and nothing blocking them within a three foot perimeter.

Eye wash fountains must remain running at all times.

When materials are gathered for specific formulas they need to be grouped and located together at all times.

All permanent containers, drums, etc. must have a warning label visible at all times.

Each drugroom associate must be trained and become familiar with all safety equipment, rules and drugroom operations before employment in the drugroom area.

When new safety equipment is needed the request must be taken thru shift foreman and as new equipment is issued the old must be turned in for exchange.

Each associate will receive a copy of this policy and sign off acknowledging training.

Each associate will sign for receipt of all safety equipment.

Upon leaving employment with Burke Mills all safety equipment, lock and key must be turned in prior to receiving last pay check.

Failure to adhere to this policy will result in:

1. Warning verbal/written
2. Write-up
3. Dismissal

SIGN: _____

DATE: 7/13/90

Respirator program will be implemented in September

BEST COPY AVAILABLE

TITLE: LAB SAFETY POLICY TO COMPLY WITH OSHA
ADOPTED: MAY 25, 1986
FOR BURKE MILLS, INC.

1. The following policy has been established for the safety for all Lab associates of Burke Mills, Inc. The adherence of these rules are necessary for your safety, and must be followed. Your cooperation is appreciated.

2. No one will be permitted to pipet dyes or chemicals using mouth. Mopets (auto. pipetters) are provided and must be used.

3. No eating, drinking, or smoking in the Lab Drugroom or from #1 machine to #9 machine on west side of Lab. Breaks may be taken either in canteen or at desks at North end of Lab. Associates should wash their hands after using dyes and chemicals.

4. Gloves, face shields, and aprons must be worn when working with dyes and chemicals. Goggles must also be worn under face shields when using acids, caustics and also drycleaning fluid (1,1,1 Trichloroephene).

5. No chemical or dye or other material is to be used without proper label. All chemicals, dye and other materials must be kept in glass or plastic bottles and labeled properly. All containers must have caps or lids. DO NOT USE CUPS TO STORE DYES OR CHEMICALS.

6. No chemical or dye is to be disposed of without supervision taking care that the Material Safety Data Sheets instructions are followed. No dye or chemical should be put into trash containers.

7. No chemical or dye is to be used in the Lab before associates have been informed by the dept. manager reviewing the Material Safety Data Sheets of any hazard or precautions necessary for safe use.

8. Any associate coming in contact with any dye or chemical should check the Material Safety Data Sheet for proper first aid procedures. Emergency eyewash and showers are provided.

9. 1,1,1, Trichlorophene drycleaning fluid should be kept in a closed container except when using and be put in waste container for recycling after use.

10. Material Safety Data Sheets for all dyes and chemicals that are not used in Dyehouse will be kept in Lab office. When a new product is ordered a Material Safety Data Sheet is required before use in the Lab. This Material Safety Data Sheet will be moved to Dyehouse Book and a copy will be given to the Safety Director when the product is to be used in the Dyehouse.

11. If there are any questions concerning the use of any product please ask your supervisor for handling procedures. Also the Material Safety Data Sheet will be available for your inspection. We ask each associate to be concerned with safety.
12. OSHA Hazardous Substances may be present in formulation. Refer to Material Safety Data Sheets for information. Note: This must be stamped in Red on all formulas.

13. Hearing protection must be worn while in areas where protection is required.

14. Failure to comply with company policies could lead to disciplinary action or dismissal.

Note: 1. Warning
2. Write up
3. Dismissal

SIGN: _____

DATE: _____

RULES AND REGULATIONS FOR LIFT TRUCKS

1. ANYONE OPERATING A LIFT TRUCK MUST BE A QUALIFIED AND DESIGNATED TOWMOTOR OPERATOR:

   THE OPERATOR IS DESIGNATED BY HIS TEAM LEADER AND IS QUALIFIED WHEN HE HAS BEEN TRAINED IN ALL ASPECTS OF LIFT TRUCK OPERATIONS AND HAS PASSED THE CERTIFICATION TEST.

2. OPERATING A LIFT TRUCK IN A CARELESS AND IRRESPONSIBLE MANNER THAT IS UNSAFE FOR THE OPERATOR, PEDESTRIANS OR PLANT PROPERTY AND EQUIPMENT I.E. SLIDING OR SPINNING TIRES, SPEEDING OR RECKLESS DRIVING IS PROHIBITED.

3. SPEED MUST BE REDUCED WHEN PASSING IN FRONT OF OR THROUGH DOORWAYS TO THE EXTENT THAT THE OPERATOR HAS TIME TO COME TO A SAFE STOP IN CASE SOMEONE WALKS OUT IN FRONT OF HIM.

4. WHEN PASSING THROUGH A DOORWAY THE HORN MUST BE USED CONSTANTLY TEN FEET BEFORE ENTERING THE DOORWAY AND UNTIL THE LIFT TRUCK HAS COMPLETELY PASSED THROUGH.

5. THERE WILL BE ONLY ONE PERSON ALLOWED ON THE LIFT TRUCK AT ONCE.

6. NO ONE WILL BE ALLOWED TO TAMPER WITH SPEED CONTROL OR SAFETY DEVICES ON THE LIFT TRUCKS.

7. IF AN ACCIDENT OCCURS INVOLVING A LIFT TRUCK WHERE SOMEONE IS INJURED OR DAMAGE IS DONE TO COMPANY PROPERTY OR THE LIFT TRUCK, AN ACCIDENT REPORT MUST BE FILLED OUT AND GIVEN TO YOUR SUPERVISOR THAT SHIFT.

8. FAILURE TO REPORT AN ACCIDENT WILL RESULT IN AN AUTOMATIC VIOLATION.

9. OPERATION OF LIFT TRUCK IN AREAS MARKED OFF LIMITS IN FORBIDDEN WITHOUT SPECIAL PERMISSION.

THE ABOVE LIST OF RULES AND REGULATIONS HAVE BEEN ADOPTED BY BURKE MILLS TO INSURE THAT SAFE OPERATIONAL PROCEDURES ARE USED BY OUR LIFT TRUCK OPERATORS. THESE REGULATIONS ARE NOT ONLY FOR THE BENEFIT OF BURKE BUT ALSO FOR ALL OF OUR ASSOCIATES.

VIOLATIONS OF THESE RULES WILL BE RECORDED ON A VIOLATION FORM, WHICH OPERATORS WILL BE ASKED TO SIGN. THERE WILL ALSO BE A SECTION FOR OPERATOR'S COMMENTS. THE TEAM LEADER OR DEPARTMENT MANAGER WILL BE RESPONSIBLE FOR INVESTIGATING AND FILLING OUT THESE FORMS WHICH WILL BE USED TO RECORD THE NUMBER THE OPERATOR ACCUMULATES. THIS FORM WILL BE A THREE PART FORM. THE PINK COPY TO GO TO THE OPERATOR. THE YELLOW COPY TO GO TO THE DEPARTMENT MANAGER AND THE WHITE COPY TO GO IN THE OPERATOR'S PERSONNEL FILE.

I UNDERSTAND THE FOLLOWING RULES AND REGULATIONS AND BELIEVE I CAN FOLLOW THEM.

SIGNATURE OF OPERATOR: _____

DATE: _____

TRANSPORTATION

1.ALL CONTAINERS MUST BE LABELED WITH ONLY THE PROPER DESCRIPTION OF WHAT EACH CONTAINER CONTAINS.

2.FACE SHIELDS AND GLOVES MUST BE WORN WHEN ADDING WATER TO TOW MOTOR BATTERY.

3.GLOVES MUST BE WORN WHILE ADDING PROPANE TO FUEL TANKS.

4.EAR PROTECTION MUST BE WORN ONLY WHILE OPERATING TOW MOTOR IN AREAS WHERE REQUIRED.

5.MATERIAL SAFETY DATA SHEETS MUST BE MADE AVAILABLE TO ALL ASSOCIATES UPON REQUEST OR WHEN NEEDED IN CASE OF MEDICAL ATTENTION.

6.NO ONE PERMITTED TO USE RAZOR BLADES UNLESS IN PROPER HOLDER.

7.ANY PRODUCT MUST BE REVIEWED WHITH ASSOCIATES BEFORE PLACING IN THE WORK AREA.(SEE MATERIAL SAFETY DATA SHEET)

8.ALL TRUCKS AND OR TRAILERS MUST HAVE WHEELS CHOCKED BEFORE ENTERING WITH LIFT TRUCK.

9.ALL LIFT TRUCKS MUST BE OPERATED IN A CAREFUL MANNER AND AT A REASONABLE SPEED. NO SPINNING OF TIRES.

10.ALL DAMAGES TO PREMISES OR LIFT TRUCK MUST BE REPORTED TO SUPERVISOR IMMEDIATELY.

11.IT IS A FORK LIFT OPERATORS RESPONSIBILITY TO CHECK ALL FLUID LEVELS,BRAKES AND HORN AND REPORT ANY MALFUNCTIONS AT THE BEGINNING OF EACH SHIFT.

12.FAILURE TO COMPLY WITH COMPANY POLICIES COULD LEAD TO DICIPLINARY ACTION OR DISMISSAL.

MAINTENANCE POLICY TO COMPLY WITH OSHA
ADOPTED: MAY 25, 1986
FOR BURKE MILLS, INC.

1. All containers must be labeled with only the proper description of what each container contains.

2. Hearing protection must be worn in areas where protection is required.

3. Proper face shields and protective equipment must be worn while welding and grinding.

4. Material Safety Data Sheets must be made available to all employees upon request or when needed in case of medical attention.

5. No product to be used in the work place area before the employees have been informed by the department manager reviewing the material safety data sheets.

6. All flammable materials must be stored in designated areas.

7. No contractor permitted to bring their product on premise before the material safety data sheets are reviewed by the department manager.

8. All contractors must be informed by way of material safety data sheet before conducting any operation where they may be exposed to any products used by Burke.

9. Emergency Showers and Eye Wash Fountains must be checked daily and recorded on card with date and initial.

10. Chemicals must be stored separately in the following catagories: 1. oxidizers: 2. reducers: 3. acids: 4. caustics: 5. combustibles: 6. general.

11. All chemicals must be stored on pallets to avoid possible contamination.

12. No chemical should be stored where it may be subject to getting wet.

13. All containers must be labeled with the new OSHA required label.

14. All containers must be labeled with only the proper description of what each container contains.

15. All pipes leading to each dye machine from the drugroom should be visably taged with the machine no. to which it extends.

16. OSHA hazardous substances may be present in formulation. Refer to Material Safety Data Sheets for information. Note: This must be stamped in Red on all formulas.

17. Failure to comply with company policies could lead to disciplinary action or dismissal.

Note: 1. Warning
2. Write up
3. Dismissal

SIGN: _____

DATE: _____

QA/TESTING POLICY TO COMPLY WITH OSHA
ADOPTED: MAY 25, 1986
FOR BURKE MILLS, INC.

1. All containers must be labeled with only the proper description of what each container contains.

2. No one permitted to use razor blades held only by the hand, not in proper holder.

3. Hearing protection must be worn while in areas where hearing protection is required.

4. Face shields or goggles and gloves must be worn when working in cleaning fluid and cleaning machines.

5. No product to be used in work place area before the employees have been informed by the department manager reviewing the material safety data sheets.

6. Material Safety Data Sheets must be made available to all employees upon request or when needed in case of medical attention.

7. OSHA hazardous substances may be present in formulation. Refer to Material Safety Data Sheets for information. Note: This must be stamped in Red on all formulas.

8. Failure to comply with company policies could lead to disciplinary action or dismissal.

Note: 1. Warning
2. Write up
3. Dismissal

SIGN: _____

DATE: _____

TEXTURING/TWISTING POLICY TO COMPLY WITH OSHA
ADOPTED: MAY 25, 1986
FOR BURKE MILLS, INC.

1. Must use safety gloves, face shields and goggles when working in cleaning fluid.

2. Must use gloves, vapor masks, and face shields when using cleaning fluid to clean machines.

3. ALL containers must be labeled with only the proper description of what each container contains.

4. No product to be used in the work place before the employees have been informed by the department manager reviewing the material safety data sheet.

5. No one permitted to use a razor blade held only by the hand, not in a proper holder.

6. Hearing protection must be worn at all times in the work area.

7. If any material is stored awaiting recycling or has been recycled it must be identified by the proper statement: _____to be recycled: _____recycled material.

8. Inventory of material to be recycled must be reviewed weekly.

9. Material Safety Data Sheets must be available to all employes upon request or when needed in case of medical attention.

10. OSHA hazardous substances may be present in formulation. Refer to Material Safety Data Sheets for information. Note: This must be stamped in Red on all formulas.

11. Failure to comply with company policies could lead to disciplinary action or dismissal.

Note: 1. Warning
2. Write up
3. Dismissal

SIGN: _____

DATE: _____

SPUN TUBE AND CONE WINDING POLICY TO COMPLY WITH OSHA
ADOPTED: MAY 25, 1986
FOR BURKE MILLS

1. Must use safety shields or safety glasses and gloves when using brush and cleaning fluid to clean winders.

2. All containers must be labeled with only the proper description of what each container contains.

3. No product to be used in the work place before the employees have been informed by the department manager reviewing the material safety sheets.

4. No one permitted to use a razor blade held only by the hand, not in proper holder except in unusual situations for machine fixers.

5. Hearing protection must be worn at all times in the work area.

6. Gloves, face shields or goggles, and vapor masks must be worn when using cleaning fluid to clean machinery.

7. If any material is stored awaiting recycling or has been recycled it must be identified by the proper statement:
_____to be recycled; _____ .recycled material.

8. Material Safety Data Sheets must be made available to all employees upon request or when needed in case of medical attention.

9. The operator of the still should never put his or her head over or into the tank when opening the lid after a distillation run. Also gloves and safety shields must be worn when operating.

10. Inventory of material to be recycled must be reviewed weekly.

11. OSHA hazardous substances may be present in formulation. Refer to Material Safety Data Sheetsfor information. Note: This must be stamped in Red on all formulas.

12. All associates exposed to "cotton dust" must have a pulmonary function test at least annually or semi-annually as test results indicate.

13. Respirators, of the disposible fiber type (3m modal 3710) are available to all associates upon request.

13.A. All associates exposed to "cotton dust" must be trained in the proper use of the 3m model 3710 and have had a medical questionaire review and signed off on a training form.

14. Failure to comply with company policies could lead to disciplinary action or dismissal.

Note: 1. Warning
2. Write up
3. Dismissal

Sign: _____

Date: _____

C. Writing

1. Messages: In the industrial workplace, writing a message to convey and/or request information or instructions will require a legible handwriting and the correct spelling of technical vocabulary. Correct grammar is not essential except where clarity may be distorted.
2. Memos: Management and supervisors are generally the originators of memos. Correct grammar, spelling and syntax are important.
3. Technical Instructions: Written technical instructions can be formal or informal, temporary or permanent. Grammar is relevant only for the sake of clarity. Writing numbers and use of appropriate vocabulary are key factors in clear communication.
4. Forms: Completing forms correctly is essential to providing updated production information. Forms show what supplies are needed and what has been produced. Entering information in the wrong place on a form will make the communication incorrect and can affect production.

I. Basic Skills for Communicating--Writing Resources

1. Messages
2. Memos
3. Call Back/Work Order
4. Job Request Form
5. Attendance Change Form
6. Report of Conversation with Employee

Exercise 2

You get a call at work. The conversation goes like this:

YOU: Good afternoon. Cabot Company. May I help you?

CALLER: May I speak to Felix Krupp, please?

YOU: I'm sorry, Mr. Krupp is out to lunch. May I take a message?

CALLER: Yes. This is Tony Kidd of Merchant Shippers in Chicago. Please tell Mr. Krupp to mail me a copy of the bill of lading for your Purchase Order #2535. He has our address. My number is area code 312, 575-0800, and my extension is 32. He should call if he has any questions.

YOU: That's Mr. Tony Kidd, of Merchant Shippers, Chicago, and your number is (312) 575-0800, extension 32. Mr. Krupp should send you a copy of the bill of lading for P.O. #2535.

CALLER: That's correct.

YOU: Thank you. I'll give him the message.

CALLER: Thank you. Goodbye.

YOU: Goodbye.

Write the message:

○	
○	

20. TELEPHONE MESSAGES

Taking telephone messages correctly for other people is one of the most important of all job skills. To take a telephone message correctly, you must always include the following information:

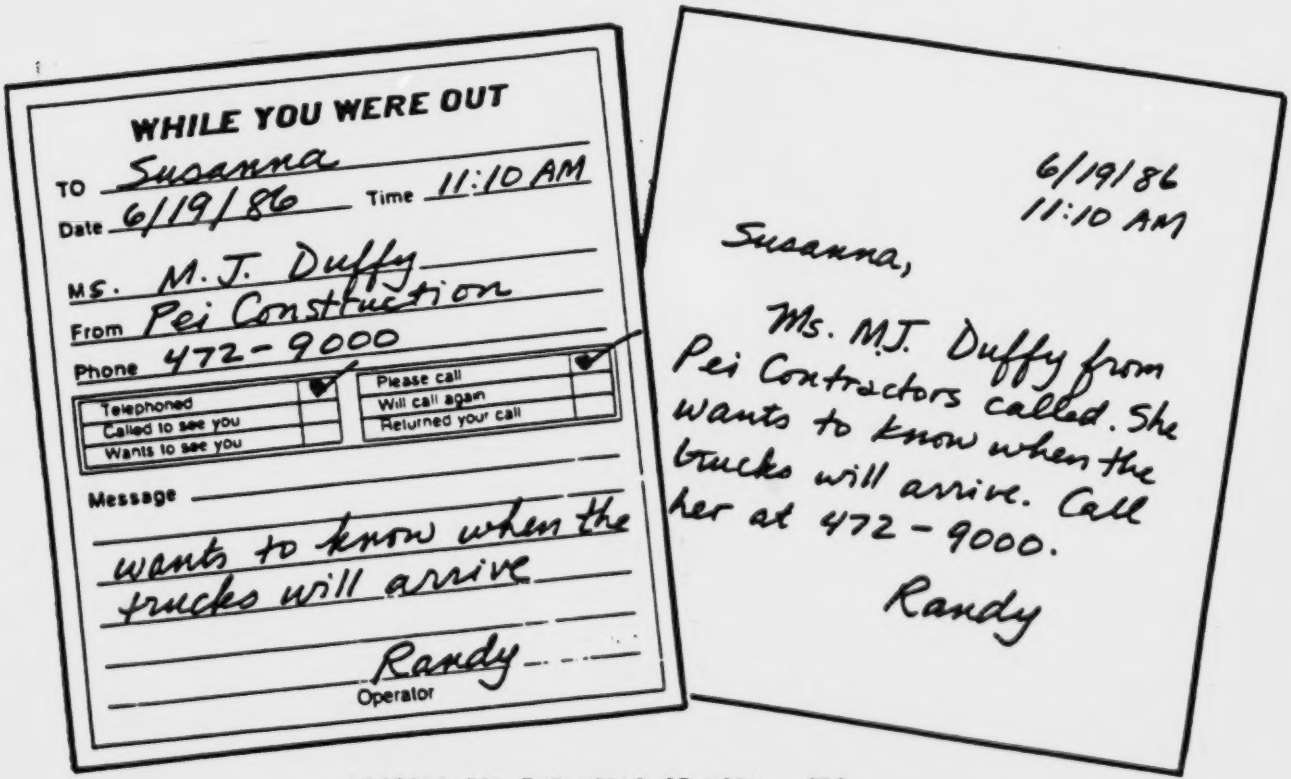
3 WHOs:	Who the message is to Who the message is from—who called, including name, company and phone number Who took the message (your name)
WHEN:	Date and time of the phone call
WHAT:	The message itself

You may have telephone message pads where you work. Then you put all the information in the correct places on the form. (The space marked operator is for your name when you take a message.)

If you do not have a message pad, you may organize the message like a letter.

Example 1

Here is the same message written with and without a message pad:



WHILE YOU WERE OUT

TO Susanna

Date 6/19/86 Time 11:10 AM

Ms. M.J. Duffy

From Pei Construction

Phone 472-9000

Telephoned	✓	Please call	✓
Called to see you		Will call again	
Wants to see you		Returned your call	

Message

wants to know when the trucks will arrive

Randy

Operator

6/19/86
11:10 AM

Susanna,

Ms. M.J. Duffy from Pei Contractors called. She wants to know when the trucks will arrive. Call her at 472-9000.

Randy

The same information went on both messages.

WHO the message is for: Susanna

WHO the message is from: Ms. M. J. Duffy of Pei Contractors, 472-9000

WHO took the message: Randy

DATE: June 19, 1986 **TIME:** 11:10 A.M.

WHAT is the message: She wants to know when the trucks will arrive

Most message pads have spaces to check off explaining the message.

Telephoned	✓	Please call	✓
Called to see you		Will call again	
Wants to see you		Returned your call	

When you write who the message is from, identify the person as Mr., or Ms., or Mrs., if it isn't clear from the name alone.

When you're on the phone, spell the caller's name and repeat the phone number to make sure you write it correctly.

One last point: Make sure your writing is neat and legible. The message won't be of any use if it cannot be read.

Exercise 1

You take a message for your co-worker **Chris**, on **February 25**, at **12:05 P.M.** The call is from **Mrs. Lorene Sprang** of **Primo Productions.** Her phone number is **833-2389.** Mrs. Sprang said that there is a problem with the **sound track on the first film. She will call** Chris **back** later to discuss it.

Fill out the form below. Write all the information clearly, and do not forget to sign your name.

TO	DATE	TIME
phone message	☐ *telephoned* ☐ *called to see you* ☐ *please call back* ☐ *will call again* ☐ *left the following message*	

► **Read the paragraph. Write a message on the form.**

You are working as a volunteer in the office at your learning center. It is around noon on October 14. Everyone else is at lunch. Ms. Olga O'Hare calls. She tells you she is from the mayor's office. She needs to cancel a meeting with the director of your program, Gloria Ortiz. The meeting was supposed to be at 8:30 a.m. the next day. She wants Ms. Ortiz to call her back to set a new time for the meeting. Her phone number is 686-8652.

To: _____ ☐ URGENT

Date: _____ Time: _____ A.M. P.M.

WHILE YOU WERE OUT

From: _____

Of: _____

Phone: _____
Area Code Number Extension

Telephoned		Please call	
Came to see you		Wants to see you	
Returned your call		Will call again	

Message: _____

_____

_____

_____

_____

Signed _____

Reminder

A message should include:

- who called
- when they called (date and time)
- their phone number
- the message
- who gets the message

Messages & Notes

Writing phone messages correctly is very important. Phone messages need the following information:

- who called
- when they called (date and time)
- their phone number
- the message
- who gets the message

Read the following paragraph and the message that was taken. Does the message have all five pieces of information?

Rose works as a volunteer at the community center. Rose is in the office, answering the telephone. It is 11 a.m. on June 15. A call comes in for Kathy. She is teaching a class. It is Mrs. Ross who wants to sign up for summer classes. She wants Kathy to call her before 3 p.m. today at 426-1103.

TO: Kathy

DATE: June 15 TIME: 11:00 A.M.

WHILE YOU WERE OUT

FROM: Mrs. Ross

OF: —

PHONE: 426-1103

Telephoned	X
Came to see you	
Returned your call	

Please call	X
Wants to see you	
Will call again	

MESSAGE: Call before 3 p.m. - Wants to come to summer classes.

Rose

Operator

Messages & Notes

► **Read the paragraph. Then write a message on the form.**

Lori Walker from the electric company called at 10 a.m. on May 7. She wants to speak with your sister Lisa. Lisa applied for a job at the electric company. Lori Walker says there is an opening for a secretary. Your sister must call her before 3 p.m. today to make an appointment for a typing test and an interview. Lori Walker's number is 723-1198.

To: _____ ☐ URGENT

Date: _____ Time: _____ A.M. P.M.

WHILE YOU WERE OUT

From: _____

Of: _____

Phone: _____
Area Code Number Extension

Telephoned	
Came to see you	
Returned your call	

Please call	
Wants to see you	
Will call again	

Message: _____

_____

_____

_____

_____

Signed _____

Now check your message. Does it have the five pieces of information?

21. WRITING MEMOS

A memo is a written message, reminder, or request. It is informal, short, and clear.

A memo should contain all the following important information:

- WHO — it goes to
  — it is from
- WHEN — date
- WHAT — the message itself
- WHAT TO DO — instructions to the reader, if any

You may write a memo on a special memo pad.

Or, you may not have a memo pad when you write a memo.

Either way, you must include the important information.

Example 1

Below is an inter-office memo. You use it to write a note to one of your co-workers. It is not mailed out of the place where you work.

WHEN:
WHO TO:
WHO FROM:
WHAT:
WHAT TO DO:

Inter-Office Correspondence

USE THIS FORM FOR ALL OFFICE CORRESPONDENCE—WRITE ON ONE SIDE OF PAPER ONLY

Date Nov 23, 1983

To Regina From Bud

Subject:

Brookings Supply is giving discounts for orders over $100, now through the end of the year. I think we should place our order soon.

Come see me when you have the chance.

Notice the following about this memo:

There are special lines printed on the form for writing WHO TO, (Regina), WHO FROM, (Bud), and WHEN (Nov. 23).

The memo ends by telling Regina to do something. She is supposed to see Bud when she has a chance.

Example 2

If you do not have a special memo pad to write up a memo, you can set up the memo like a short letter. You still must include who it is from, who it is to, the date, what the message is, and the instructions (if any).

DATE

TO

MESSAGE

WHAT TO DO

FROM

April 12

Ross-

Our yearly lawn furniture sale will start on Saturday, May 3. The store will be open until 9 every night, until the sale is over on May 10.

Mrs. Roper would like you to schedule the sales staff for the extra hours.

Diane

Exercise 1

You are writing a memo to the staff about the Christmas party. You wish to tell them that there will be a grab bag during the party tomorrow. Your instructions are that anyone who wishes to join should bring a gift (under $5.00). Today's date is December 21.

Write the memo.

MESSAGE:

TO _____ FROM _____

TIME _____ DATE _____

SUBJECT _____

_____

_____

_____

Exercise 2

You are the night manager at a fast-food restaurant. Today is May 4. The ice machine in the restaurant stopped working at 9:30. You want to leave a _____ for Dominick, the day manager, explaining that the machine is not working. You would like him to please call for service, and see that the machine gets fixed. The service number is on the side of the machine itself.

Write the memo.

_____

_____

_____

_____

_____

_____

_____

Business Memos

Like a note, a memo is a written message, usually short and informal. Business memos are an efficient way for employees in the same workplace to communicate with each other. For instance, memos may serve to announce meetings, notify employees of changes in company policy, give simple directions, or make requests. Many workplaces use printed memo forms such as the one shown below.

BUD'S AUTO SERVICE CENTER

① TO: Jack Sheehan

② FROM: Derrick Evans

③ SUBJECT: Order for BMW radiator

④ DATE: April 11, 199_

heading

The BMW radiator you ordered finally arrived from International Automotive Supply Inc. Please install it in Wallace Johnson's car as soon as you get in this afternoon. Thanks.

message

The memo form has two parts—the heading and the message. The **heading** consists of the following lines.

① The TO line identifies the person or group of people who receive the memo.

② The FROM line identifies the writer of the memo.

③ The SUBJECT line briefly tells what the memo is about.

④ The DATE line identifies when the memo is sent.

The **message** of the memo explains the subject line in more detail. The first sentence of the message usually states the main idea, and other sentences provide information related to the main idea.

Practice

If you are working, recall some of the memos you have received at your job. Bring some in if you can. Then answer the following questions.

123

1. Who sent the memos? What were the memos about?

2. What action, if any, did the writers expect you take?

Planning the Memo

Before you actually write a memo, you should plan what you want to communicate. The following exercise will help you practice organizing information.

Imagine you run a mail-room. You are planning to write a memo announcing a change in mail-room procedures. Listed below are facts that you might want to include in your memo.

1. Your memo will be sent to all employees.
2. Today's date is August 3, 199__.
3. The mail room has changed its schedule for picking up outgoing mail.
4. The new schedule will go into effect on August 10.
5. A mail clerk will collect the mail twice in the morning and twice in the afternoon.
6. Morning Pickups: 9:30 and 11.
7. Afternoon Pickups: 1:30 and 4:30
8. Incoming mail is sorted into different categories.

Practice

Reread the list of numbered statements above. Then choose the best answer for each question below.

1. Which of the following is the best summary for the SUBJECT line of the memo?
   a. Changes in Office Policy
   b. New Schedule for Mail Pickups
   c. Mail-room Clerk's Announcement
   d. Preparing the Mail
2. Which numbered statement from the list best explains the main idea of the memo?
   a. 3 b. 4 c. 6 d. 7
3. Which numbered statement from the list should you *not* include in the memo?
   a. 5 b. 6 c. 7 d. 8

Writing the Memo

Before writing a memo, it's a good idea to jot down all the facts you might include in it. Then go back and cross out the facts that are irrelevant. Put the relevant facts in a logical order. Then you are ready to write.

Practice

A. Look back at the memo notes on page 106. Cross out the irrelevant facts. Then decide how you will order the relevant facts.

B. Using the information from the preceding page, write the memo.

TO: _____ **DATE:** _____

FROM: _____ **SUBJECT:** _____
(your name)

_____

_____

_____

_____

_____

Morning Pickups **Afternoon Pickups**

_____ A.M. _____ P.M.

_____ A.M. _____ P.M.

C. After you have completed writing the memo, evaluate its effectiveness. Use the following checklist as a guide. Then make any necessary changes that would improve the quality of your memo.

Memo Writing: Checklist

- Is the heading complete and accurate?
- Does the first sentence of the memo state the main idea?
- Is the written message clear, concise, and well organized?
- Is all the important information included? Are there any unnecessary details that should be omitted?
- Are all words spelled correctly?

Writing a Reminder Memo

Rosemary is a cashier at a supermarket. As she was leaving work on Thursday, she stopped at the customer-service desk to say good-bye to the store manager. "See you on Monday, Linda. Have a nice weekend."

Linda looked confused. "Aren't you coming in tomorrow?" she asked.

"No," Rosemary replied. "Don't you remember? I told you last week that I was taking tomorrow off as a personal day. You said it was OK. I'm moving into a new apartment over the weekend."

"Well, I vaguely remember that you mentioned something about moving, but I didn't realize you wanted to take a personal day. Rosemary, you should have written me a short memo about it, so I wouldn't forget. I hope I can find someone to cover for you tomorrow."

Memos are often useful for restating a spoken message. Memos can serve as written records or reminders of conversations with your boss or coworkers. When you want to remind them of something important, write a short memo summarizing what you said.

For example, below is a memo that Rosemary should have given to Linda.

TO: Linda Washington SUBJECT: Personal Day

FROM: Rosemary Martinez DATE: September 20, 199-

As we discussed today, I will be taking a personal day on Friday, September 28. I am moving into a new apartment that weekend.

Imagine you are the owner of a small clothing store. You have told your employees that you plan to close the store on January 15 in honor of Dr. Martin Luther King, Jr.'s birthday. On a separate sheet of paper, write a brief memo reminding your employees of your decision. Be sure to use a heading.

CALL BACK/WORK ORDER

DATE _____

TIME_____

PERSON REQUESTING CALL BACK _____

REASON _____

_____

PERSON CALLED BACK	TIME ARRIVED	TIME DEPARTED
_____	_____	_____

RESULTS _____

_____

_____

APPROVAL _____
DEPT. MANAGER

_____
MANUFACTURING MANAGER

IN ORDER TO RECEIVE CALL BACK PAY THIS COMPLETED FORM MUST BE TURNED IN TO PERSONNEL NO LATER THAN THE DAY AFTER CALL BACK.

JOB REQUEST FORM

Name_____Social Security #_____

Present Job Title_____Dept._____Shift_____

Present Supervisor_____

Desired Job Title_____

Desired Department_____Desired Shift_____

Nature of Request:

Promotion_____"Lateral" Transfer_____"Downward"Transfer_____

Reasons for Request:_____

_____

_____

Special Qualifications for Job Sought:_____

_____

_____

Date of Job Request:_____

I understand that this job request will automatically expire on January 15, 19___.

_____
Signature

BURKE MILLS, INC
ATTENDANCE CHANGE FORM

NAME _____ EMP # _____ DEPT _____

DESCRIPTION OF WORKING SCHEDULE CHANGE

REASON FOR CHANGE

_____ CALL BACK PAY
_____ BEREAVEMENT LEAVE
_____ JURY DUTY
_____ MEDICAL LOA
_____ PERSONAL LOA
_____ VACATION
_____ ABSENT
_____ NOT SCHEDULED
(LAY-OFF)

$ _____
EARNINGS
(LAY OFFS ONLY)

DATE OF CHANGE _____

EXPLANATION _____

_____

_____

_____
ASSOCIATE SIGN VACATION
REQUEST ONLY

_____
DEPT/MANAGER SUPERVISOR

PERSONNEL _____
DATE

_____
PERSONNEL MANAGER

DUE IN PERSONNEL AT THE END OF EACH SHIFT

REPORT OF CONVERSATION WITH EMPLOYEE

TO PERSONNEL DEPARTMENT

NAME_____ SS#_____

JOB_____ DEPT_____

DATE_____

REPORT:_____

_____

_____

_____

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_____

FOREPERSON

_____

EMPLOYEE

_____

PERSONNEL MANAGER

D. Speaking:

1. Messages: A spoken message should be clear and concise. Important messages should be followed up in writing.
2. Technical Instructions: Oral technical instructions require organization, sequence and clarity. This type of instruction is used to let workers know of upcoming changes in job operations.
3. Information and Feedback: Oral information should be accurate and explicit. If the information is long or detailed, it should be in writtenf form or accompanied by visual aids. Feedback should be objective and relevant.
4. Safety Information and Directions: Because of the inherent dangers in the industrial workplace the effective conveying of safety information is crucial. Oral safety information should be accompanied by written matter and graphics. Safety directions should be clear and complete.

I. Basic Skills for Communicating - Speaking Resources

1. Strategies for Effective Speaking
2. Asking Specific Questions
3. An Eyewitness Account

Strategies for Effective Speaking

Step 1: Select your topic. Identify *what* you want to talk about. What do you want the listener to know or do?

Step 2: Analyze your audience. Determine what the listener already knows about the topic. Think about the listener's past experience and about previous conversations the two of you may have had. Understanding the listener will help you adapt your choice of words and your explanation of details to match the listener's knowledge of your topic.

Step 3: Plan the message. Decide what main points you need to make. Find a clear order in which to present them.

Step 4: Send the message. Speak at a comfortable rate. Maintain eye contact so the listener knows you are concerned that he or she is getting the message. Emphasize key points: repeat or restate them, pause, or use signal expressions such as *First*, *In addition*, or *It's important to know that. . . .* Check your listener's understanding: observe the listener's face and gestures and accept his or her questions.

Step 5: Encourage the listener's response. Invite the listener to ask questions or to comment on the message.

Asking Specific Questions

In your personal conversations, you probably ask questions automatically. You may ask vague questions, such as "How's that?" or "Would you run that by me again?"

At your job, however, you will need to build your skills in asking specific questions. For example, even if you listen carefully to directions, you still may not get all the information you need. Your boss or coworkers may give you incomplete instructions or use words you don't understand. You can clear up any confusion immediately by preparing good questions:

- Pinpoint what you need to know.
- Word your questions precisely to get the information you need.

Particularly if you are a new employee, you will have many questions about your job. When this is the case, follow this plan for getting information:

- Prepare your questions in advance—write them down if necessary.
- Choose the best-qualified person to answer your questions.
- Be considerate of the other person's work responsibilities. Ask that person to schedule a convenient time to talk.

Practice

Carla is a new employee and is eager to do a good job. Because she's unsure of her job responsibilities, she frequently barges into her boss's office and blurts out a question. The boss thinks she's a nuisance rather than an overly conscientious worker. What steps should Carla take to change her boss's perception of her? Refer to the guidelines above.

An Eyewitness Account

Silently read the following eyewitness account of a hit-and-run accident, or a volunteer could read it aloud:

> Officer, I was in the parking lot when the accident occurred. I've gone over in my mind everything I saw, and I'll tell you all I remember.
>
> OK. That woman standing over there was slowly pulling out of her parking space. She was behind the wheel of the yellow Chevy. Suddenly, a gray-haired man driving a new red BMW came speeding down the lane. I bet he was going about 35 miles per hour. He obviously didn't notice the Chevy backing up because he didn't slow down.
>
> Next, I heard metal crunching as the BMW scraped against the Chevy. The gray-haired man slowed down for a second to check out the damage to the other car. Then he gunned his motor and raced out of the lot. I caught a glimpse of his license plate—CS 21 is all I can remember. Are there any other questions you'd like to ask me?

▼ Communication Tip

Clear spoken messages are

- simple and direct
- well organized

This eyewitness's account was effective because he or she

- had something worthwhile to say
- supported his or her observations with relevant details
- organized the message so the officer could easily follow it
- used language the officer could understand

Now read another eyewitness account of the same accident. (A different volunteer could read this aloud.)

> Officer, I'm telling you that guy in the red sports car was driving like a maniac. He was speeding down the lane like he was racing in the Indy 500 or something. That car was moving so fast, the license plate number was just a blur. He probably left in such a hurry because he doesn't have insurance. That poor lady in the Chevy or Buick or whatever is going to get stuck paying for the damages.

In contrast to the first eyewitness, the second does not provide the police officer with useful information.

► Why is the second eyewitness account less helpful? What information did this witness leave out?

E. Listening

1. Messages: Due to the noise level in most production areas, listening can be difficult. Students should learn to ask for clarification, if listening is hampered.
2. Technical Instructions: Listening to technical instructions should be accompanied by notes or demonstration.
3. Safety Warnings and Directions: Listening to safety warnings and directions should be practiced as part of drills or simulations. If codes are to be used, they should be studied from written material.

I. Basic Skills for Communicating - Listening Resources

1. How Well Do You Listen?
2. Receiving the Message
3. Check Your Understanding
4. Effective Listening
5. Listening Exercises

How Well Do You Listen?

In the letter to the advice columnist on page 11, you read about someone with poor listening skills. Now think about conversations you've had recently and rate your own listening skills by answering *yes* or *no* to the questions below.

Listening: Self-Evaluation

	Yes	No
1. Do you find yourself daydreaming or easily distracted?	___	___
2. Do you interrupt the speaker?	___	___
3. When a point is unclear, do you feel uncomfortable asking for more information?	___	___
4. Do you look away from the person speaking to you?	___	___
5. Do you perform another activity while listening?	___	___
6. Do you pretend to pay attention to the speaker?	___	___
7. Do you stop listening when the message is too complicated?	___	___
8. Do you ignore a speaker whose behavior or appearance bothers you?	___	___

You probably answered *yes* to some of these questions. Why? Like many people, you might need to improve your listening habits. Becoming aware of your listening weaknesses is your first step in correcting them. Listening is a demanding activity that requires effort, skill, and practice.

Of course, everyone has some good listening habits as well. The lists below show one woman's listening strengths and weaknesses.

Strengths	Weaknesses
I look straight at the speaker.	I sometimes get distracted by people's clothes or makeup.
When I don't understand, I ask for more information	I often interrupt other people.

Practice

Jot down two specific examples of your own listening strengths and weaknesses.

Receiving the Message

Listening is an active process, not a passive one. In other words, **active listeners** concentrate on the spoken message and take responsibility for understanding what they hear. The guidelines below will help you become an active listener.

Guidelines for Active Listening

- **Focus your attention.** Resist daydreaming and ignore outside noises that may distract you. Don't think about the speaker's appearance or annoying habits. Concentrate on his or her message.
- **Identify the topic.** Ask yourself what the speaker wants you to know or do.
- **Summon up your background knowledge.** Think about what you already know about the topic. This background knowledge helps you understand new information you receive from the speaker.
- **Grasp the main ideas.** Listen for the key points of the message. To identify the key points, listen for cues from the speaker. He or she may simply say something like "My point is . . ." or "What bothered me *most* was. . . ." The speaker may also repeat or restate important ideas, say them more loudly or dramatically, or pause before and after stating them.
- **Visualize the message.** Try to form pictures in your mind of the speaker's message. You'll remember the ideas more easily if you associate them with a series of mental pictures.
- **Check your understanding.** Ask questions when you do not understand a key point. When possible, summarize the main ideas in your own words after the speaker has finished.
- **Take notes.** Jotting down the main points often helps you to understand and remember them. It is not always possible to take notes, but do so when the situation allows.

You already have experience applying some of these guidelines. For example, when you hear a news report about a hero that saved a child from a fire, you probably focus your attention automatically. You grasp the main ideas easily: Who was the hero? How did he or she get into the building and find the child? Did the child survive? and so on. You probably visualize the scene without even trying. You picture the frightened child amid flames and smoke, being handed to rescue workers under the flashing lights of fire trucks and ambulances.

▼ Practice

Listen to a radio news broadcast. Concentrate on one news story. Summon up your background knowledge—what you already know about the topic. Grasp the main idea or main point of the story. Try to visualize the story, or picture it in your mind's eye.

Check Your Understanding

As a listener, you can help a speaker make his or her message clearer. Try these listening techniques:

- **Ask questions** when you don't understand what someone is saying. Specific questions help a speaker explain a point more clearly or completely.
- **Restate the main points in your own words** to let the speaker know you have grasped the key information. Use expressions such as *in other words, did you mean,* or *as I understand.*
- **Use gestures,** like nodding your head or maintaining eye contact, to indicate that you are following the conversation.

▼ Communication Tip

Ask the speaker the meaning of unfamiliar words.

In the conversation below, notice how a bank teller and a customer use these listening techniques.

Brenda Jones went to the bank to cash a personal check.

The teller told her, "I'm sorry, Ms. Jones, but I can't cash your check. You have insufficient funds in your account, so your check is nonnegotiable."

Brenda looked confused. "Could you explain what you mean by *insufficient funds* and *nonnegotiable check*?"

The teller replied, "In other words, you don't have enough money in your account to cover the amount. The balance in your account is $50, and your check is for $220. I can't cash your check."

Brenda nodded her head. "Oh, I see. You're telling me this check will bounce. I must have forgotten to subtract the amount of my last check. I didn't realize there wasn't enough money in my account to cash this."

► What listening skill did Brenda use?

_____

_____

_____

Brenda *asked what "non-negotiable" meant,* she *nodded her head* when she understood, and she *restated* the teller's point.

Effective Listening

Developing good listening habits will improve the way you communicate with people in your personal life. Effective listening will also help you succeed on the job. During the course of each workday, you will receive messages that test your listening skills:

- Answers to your questions
- Oral instructions
- Telephone conversations
- Discussions and meetings with coworkers

The chart below shows the results of both effective listening and poor listening. Recognizing the benefits of listening attentively in work-related situations should motivate you to continue building your skills.

On the Job	
Results of Effective Listening	Results of Poor Listening
• Get more information • Make fewer mistakes • Save time and money • Improve work relationships • Help solve problems	• Learn less about job • Make more mistakes • Waste time and money • Create misunderstandings • Cause problems

Practice

A. Think about a time you encountered each of the following situations:

1. A conversation in which poor listening caused a problem
2. A conversation in which effective listening solved a problem

B. Write a paragraph describing each one. Take turns describing to each other the situations you wrote about.

Listening Exercises

1. Messages: Orally deliver the following messages and have students answer questions.

   Instructor: Mary, John wants you to see him about the insurance claim you filed on your daughter. He said to bring the bills with you. He will be in his office this afternoon.

   Questions:

   1. Why does John want to see Mary?
   2. Can Mary see him in the morning?
   3. What does Mary need to take with her?

   Instructor: Bill, I've just come from upstairs and they said you need to come up and get some before they close.

   Questions:

   1. Who sent the message?
   2. When does Bill need to go?
   3. What is this message about?

II. Basic Skills for Technical Performance

Job Competencies	CASAS Competencies
A. Technical Vocabulary	4.1.6
B. Reading To Do	
1. Manuals	4.3.2, 2.8.2
2. Specifications	1.1.3, 4.4.3, 6.6.5
3. Labels	1.7.3, 3.4.1
4. Directions	4.4.3
5. Dials and Gauges	6.6.4, 1.1.5
6. Routing Information	4.4.3
C. Writing	
1. Forms	4.4.3
2. Records	4.4.3
3. Routing Information	4.4.3
D. Math	
1. Whole numbers	6.0.2, 6.1.5
2. Fractions	6.3.1 - 6.3.5
3. Decimals	6.2.1 - 6.2.6
4. Percents	6.4.1 - 6.4.5
5. Time - Clock and Calendar	2.3.1, 2.3.2
6. Measurement - Standard and Metric	6.6.1 - 6.6.8
7. Averaging	6.7.5
8. Estimating	6.9.2
E. Problem Solving	
1. Individual	
2. Group	

Job Competencies	CASAS Competencies
F. Critical Thinking	
1. Sequence	
2. Compare/Contrast	
3. Decision Making	
4. Deductive Reasoning	
5. Prioritize	
6. Analyze	
7. Estimate/Approximate	
G. Computer Skills	
1. In-put	4.4.6
2. Change Screen	4.4.6
3. Read and Interpret Screen	4.4.7
4. Read and Interpret Computer Printout	4.4.7

II. Basic Skills for Technical Performance

A. Technical Vocabulary - Twisting Operator - This vocabulary list should be mastered by all twisting operators. Practice can be provided by matching, filling in the blank, and spelling quizzes or bees.

A. air splice
angle

B. balls - ceramic
black
blue

C. colors

D. double

E.

F.

G. green

H.

I.

J.

K.

L. length

M. merge number
metal

N. natural

O. orange

P. paper
plastic
producer

Q.

R. range
red
ring

S. stroke
supply

T. tab
turn

U.

V.

W. weight
white

X.

Y. yellow

Abbreviations

nat.	rev.
no.	RPM
pkg.	

B. Read To Do

1. Manuals: None
2. Specifications: The Set-up Sheet is used by the operator to perform his/her job. This sheet provides the description of the type of twist, size of package, type of cone, etc. Secure a variety of completed set-up Sheets from office. Have student orally read and explain several sheets. There should be 100% accuracy.
3. Labels: None
4. Directions: Special directions can be found handwritten on Set-up Sheets. These directions usually indicate a change made after the Set-up Sheet was completed. Have student read directions and explain meaning. Should have 100% accuracy.
5. Dials and gauges: None
6. Routing Information: This information is found on a "ticket" that accompanies the yarn until it is packaged for shipment. Each person handling the yarn fills in and tears off a portion of the ticket indicating the yarn has been through that department. Practice identifying and reading operator's portion of ticket.

C. Writing:

1. Forms: Operator must copy information from Set-up Sheet to ticket. Use blank tickets and Set-up Sheet for practice.
2. Records - None
3. Routing Information - None

D. Math: The following competencies are needed to perform the operator's job. Number Power 1 & 2 provide instruction and practice.

1. Whole numbers - 1 thru 1000
2. Fractions - Yes
3. Decimals - Yes
4. Percents - No
5. Time - Military
6. Measurement - metric system - meter, centimeter, millimeter, grams
7. Averaging - no
8. Estimating - Yes

E. Problem Solving:

1. Individual - Use CCC system
   a. Trial and Error
   b. Standard Model
2. Group - Use small groups
   a. Standard Model

F. Critical Thinking

1. Sequencing - Enhances performance in that the process of operating the machine always occurs in a specific order. Needed especially for creeling and doffing. Use resource sheets for practice. Have students make sequence flow chart of their job.
2. Decision Making - Operators have to make decision in creeling the machine. Decision making practice is included in resource sheets.

G. Computer Skills - Operators are required to read a computer screen - Computer Assisted Instruction provides practice.

II. Basic Skills for Technical Performance--Reading Resources

1. Set-up Sheet
2. Ticket
3. Twisting Machine Layout

DATE 6-28-91 PRODUCER UNIFI TEXTURED YARN
MERGE NO 37996-1 CUSTOMER RAXON
YARN SET POLY TS TYPE 695
DENIER 150 F 33 TURNS _____ WEIGHT _____
COLOR _____ TYPE OF SUPPLY _____
QUALITY OF YARN BUNCE _____ CUSTOMER _____

PACKAGES ARI
TOO SOFT-CHEC
SET UP IF WE
RUN THIS YARI
AGAIN.
DALE ABEE

101

DYE LOT

LOT NO 37996-1 MACHINE NO 30
DYED YES NATURAL _____
DENIER 150 F 33 TURNS 12 TWIST 5 RANGE 11.75-12.25
TAKE UP TUBE PLASTIC TUBE SIZE 6 3/4" X 2 1/8"
TUBE COLOR WHITE TAC NO NO TAC _____
KNOTS DOUBLE WEAVE AIR SPLICE _____ WRAP _____
OIL NO PERCENT OIL _____
TYPE OF OIL _____ TIME FOR REV _____

DYE TUBE

BOBBIN SIZE 21 + OR - 2 CLOCK SETTING 3270 RUNNING TIME 12.82 HRS.
TURNS - TWIST RANGE _____
SIZE BALLS 7MM NO OF BALLS 2 + 2 CERAMICS
TAKE UP RPM/FPM 130 TAKE UP TENSION 4-5 GRAMS
UNDERFEED RPM/FPM 290 UNDERFEED GEARS 14
SPINDLE SPEED 10285 SPINDLE TENSION 95 GRAMS
RESERVE WRAPS 1 1/2 DANCING ROD YES
UNDERFEED PLATFORM POS. 24 BALLOON TAC POS. 16
THREAD GUIDE TENS WIRE YES-THEN REMOVE FILTERS _____ TWIST TRAP YES
STROKE LENGTH 150 mm TRAVERSE GEARS 74 : 68
CROSSING ANGLE 31.3° MOTOR PULLEY 200 mm
TWIST GEARS A 66 B 74 C 60 D 40
TAPER POSITION 1-B DOFFER CAM POS. A-1 SMALL CAM
OIL DIST. LEFT 20 MIDDLE 20 RIGHT 20
SET UP BY _____ LOADED BY _____

POST OPERATION

DENSITY SOFT _____ MED _____ FIRM _____
CONDITION _____
CONDITION SOL _____ TEMP _____ TIME _____
AUTOCLAVE _____ TEMP _____ PROGRAM NUMBER _____
AIR DRY TIME _____
A SHIPPING - INSPECT & SEND WRAP TO SHIPPING _____
B DYEING - INSPECT & SEND TO WAREHOUSE YES
C WINDING - INSPECT & SEND TO WINDING _____
D SHIPPING - INSPECT & WRAP IN PLASTIC BAG TO SHIPPING _____
E BOX SIZE FOR SHIPPING _____

REMARKS SOFT ARM WITH PLASTIC GUIDE - SPRING CONNECTION AT LOWEST KNOTCH - SPRING CONNECTION IN GEAR BOX FOR 150mm STROKE. GREASE END CAPS AND SOFT ARM CHECK LEVEL OF CONTACT + DYE TUBE WITH TAKE UP ROLLER

BEST COPY AVAILABLE

№ 6800

102

Date 9-18-91 2 For 1 Twister No. #44

Producer _____ Merge 1522-NAT

Yarn Nylon _____ Type _____

Denier 260/2 Fil 17 Turns 3 Twist Z

Up Twist Turns 3 Twist Z

Wipe Separator _____

Cut Yarn Off Shaft _____

Ring Color NAT Tube Color Orange

Started 1:55 (1st) Doff _____

Size Package 6 4 oz No. of Package _____

Shift 1st

№ 6800

Date 9-18-91 2 For 1 Twister No. #44

Producer _____ Merge 1522-NAT

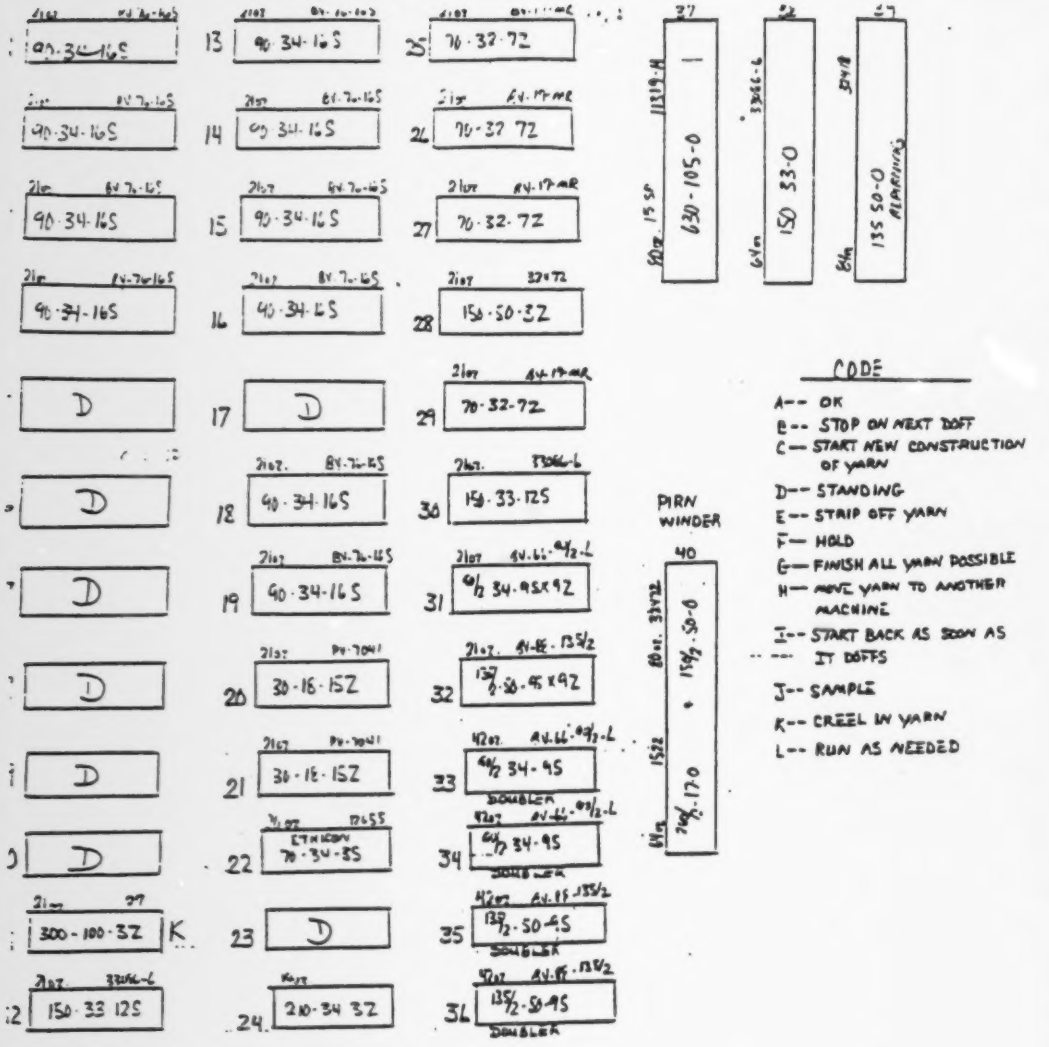
Yarn Nylon _____ Type _____

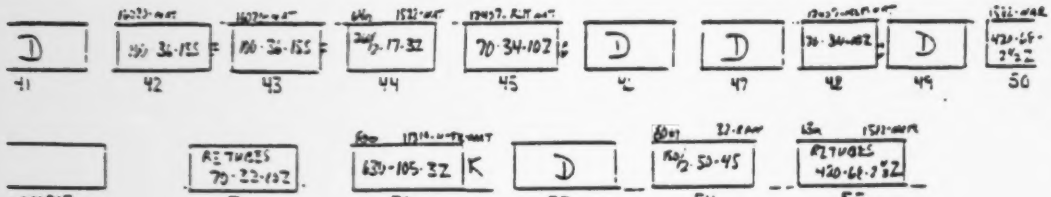
Denier 260/2 Fil 17 Turns 3 Twist Z

Up Twist Turns 3 Twist Z

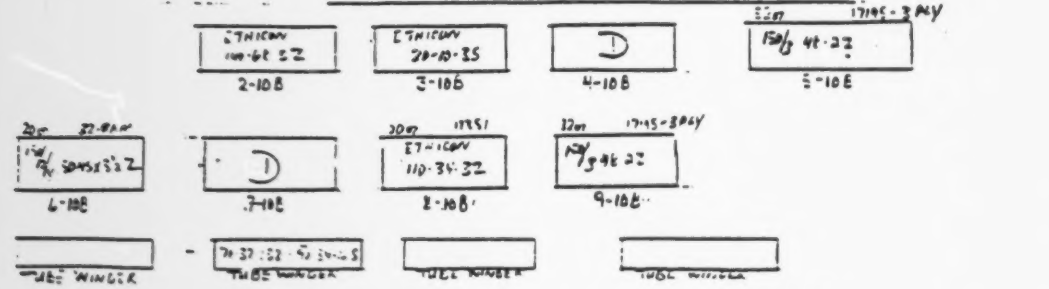
Condition Autoclave 200° Pr #9 ½hr Slow Rise

LIBERTY PTG INC BM-107





DOWN TWIST LAY-OUT



II. Basic Skills for Technical Performance - Writing Resources

1. Set up Sheet
2. Ticket

DATE _____ PRODUCER _____
MERGE NO. _____ CUSTOMER _____
YARN _____ TYPE _____
DENIER _____ FIL _____ TURNS _____ TWIST _____
COLOR _____ TYPE OF SUPPLY _____ WEIGHT _____
QUALITY OF YARN BURKE _____ CUSTOMER _____

PUT UP

LOT NO. _____ MACHINE NO. _____
DYED _____ NATURAL _____
DENIER _____ FIL _____ TURNS _____ TWIST _____ RANGE _____
TAKE UP TUBE _____ TUBE SIZE _____
TUBE COLOR _____ TAIL _____ NO TAIL _____
KNOTS _____ AIR SPLICE _____ WRAP _____
OIL _____ PERCENT OIL _____
TYPE OF OIL _____ TIME FOR REV. _____

SET UP

PKG. SIZE _____ +OR- _____ CLOCK SETTING _____ RUNNING TIME ____
TURNS-TWIST RANGE _____
SIZE BALLS _____ NO. OF BALLS _____
TAKE UP RPM/FPM _____ TAKE UP TENSION _____
OVERFEED RPM/FPM _____ OVERFEED GEARS _____
SPINDLE SPEED _____ SPINDLE TENSION _____
RESERVE WRAPS _____ DANCING RING _____
OVERFEED PLATFORM POS. _____ BALOON RAIL POS. _____
THREAD BEHIND TENSION WIRE _____ FLYERS _____ TWIST TRAP _____
STROKE LENGTH _____ TRAVERSE GEAR S _____ T _____
CROSSING ANGLE _____ MOTOR PULLEY _____
TWIST GEARS A: _____ B: _____ C: _____ D: _____
TAPER POSITION _____ EDGEBUILDER CAM POS. _____
D.S.UNITS: LEFT _____ MIDDLE _____ RIGHT _____
SET UP BY: _____ CHECKED BY: _____

POST OPERATION

DENSITY: SOFT: _____ MED: _____ FIRM: _____
CONDITION: _____
CONDITION BOX: _____ TEMP: _____ TIME: _____
AUTOCLAVE: _____ TEMP: _____ PROG.# _____
CIRCLE ONE:

A. SHIPPING: INSPECT AND SHRINK WRAP TO SHIPPING: _____
B. DYEING: INSPECT AND SEND TO WAREHOUSE: _____
C. WINDING: INSPECT AND SEND TO WINDING: _____
D. SHIPPING: INSPECT AND WRAP IN PLASTIC BAGS TO SHIPPING: _____
E. BOX SIZE FOR SHIPPING: _____

REMARKS: _____

№ 6800

Date _____ 2 For 1 Twister No. _____

Producer _____ Merge _____

Yarn _____ Type _____

Denier _____ Fil _____ Turns _____ Twist _____

Up Twist Turns _____ Twist _____

Wipe Separator _____

Cut Yarn Off Shaft _____

Ring Color _____ Tube Color _____

Started _____ Doff _____

Size Package _____ No. of Package _____

Shift _____

№ 6800

Date _____ 2 For 1 Twister No. _____

Producer _____ Merge _____

Yarn _____ Type _____

Denier _____ Fil _____ Turns _____ Twist _____

Up Twist _____ Turns _____ Twist _____

Condition _____

LIBERTY PTG INC BM-107

II. Basic Skills for Technical Performance - Problem Solving Resource Sheet

1. Coping with Problems
2. Group Problem Solving Strategy
3. Work Out

Coping with Problems

Problems are a fact of life. When you least expect it, a machine that you are using or a procedure that you are following fails. Here is an example of a problem that needs to be solved by teamwork:

> Several people are wallpapering a room. Someone notices the wallpaper that was put up an hour ago is peeling.

If you're lucky, you can easily figure out the problem and get back to work. But when that isn't possible, you have to determine how serious the problem is and whether you will be able to complete your task. Could you use or adapt other machines and procedures? Or will you need to correct the problem first?

One advantage of working with others is that when an emergency happens, you won't have to face the problem alone. You can work together to solve the problem.

On the following pages, you will learn about a useful strategy for dealing with emergencies.

▼ Work Out

Think of a time you and some others were working on a task and a problem interrupted your work. Answer the questions.

1. What was the task? _____
2. What was the problem? Was it personal or work related?

   _____

   _____

   _____
3. How did you solve the problem?

   _____

   _____
4. If you had to handle that problem again, would you rather solve the problem alone or with others? Why?

   _____

   _____

   _____

Group Problem-Solving Strategy

Very often, you will need to work with a group of people to solve problems. To do this effectively, it is useful to follow these steps:

Step 1: Define the problem.
Step 2: Brainstorm for possible solutions.
Step 3: Consider the issues involved in putting the solutions into place.
Step 4: Choose a solution and review it with other team members.

An office manager received complaints about her department from the sales staff. Read the complaints.

Sales Staff's Complaints

Occasionally job requests are late. A few times I had to use an outside service to do my copying jobs.
—Assistant Manager

I often return work to be retyped because of errors. When I need several standard letters typed, I can always count on one missing envelope.
—Manager

When I put a job in a basket, I never know if that worker is in and will see my request.
—Sales Representative

Office Workers' Complaints

Is it fair to blame someone who was out ill for a rush job when someone else could have done the job?
—Office Assistant

Sometimes I get several rush requests at a time, which causes my other jobs to be late.
—File Clerk

When an executive gives me a job directly, I find it difficult to tell him or her to give it to the office manager first.
—Word Processor

Our copy machine needs to be fixed or replaced. The copies come out faint and smudged. I don't like being blamed for bad copies when it's the machine's fault.
—Office Assistant

► How would you define the sales staff's views of the problem?

_____

_____

You might have answered that *the sales staff thought the office workers were not doing their jobs carefully or accurately.*

The office manager was concerned about these complaints. She knew that her staff was well qualified and worked very hard. So she told the office workers about the complaints from the salespeople, and she asked them for their views.

► How would you describe the office workers' views of the problem?

_____

_____

You might have said that *the office workers thought that they had too much work, unclear procedures, and poor copying equipment.*

The office manager then wrote out a definition of the problem:

In order to bring the quality of our work up to the sales staff's expectation, we need to resolve problems concerning workload, office procedures, and the office equipment.

Next, the office manager asked her workers to list some solutions to the problems. She asked them to come up with ways to put each solution into effect. Finally, she asked them to choose a solution from the list.

▼ Work Out

On a separate sheet of paper, do this exercise with one or more people. Read the two sets of complaints below. Then answer the questions that follow.

The sales representatives of a manufacturing company travel three out of four weeks every month. They depend on their office staff to keep them informed of customers' orders, questions, and complaints. Here are some of their problems:

Sales Staff's Complaints

Several customers have complained that their calls are not returned by their sales reps.	Rush orders that are phoned in from the field by sales reps are not being handled quickly by the office staff.	When customers place an order for a product that is out of stock, they are not told when the order will be filled.

The office staff has to support a sales staff that is out of the office three out of four weeks every month. They are expected to keep the salespeople informed of orders, questions, and complaints. Here are some of their problems:

Office Staff's Complaints

The office staff never knows when certain reps will be in the office or where they can be reached on the road.	Nearly every customer who places an order demands that it be filled within a week, which isn't always possible. The sales staff has promised customers delivery within five days.	Customers are calling often to complain about receiving substitute parts for the out-of-stock parts they order. The sales staff suggested sending customers substitute parts to avoid having customers wait too long.

Each group member should write individual answers to the first two questions.

1. From the sales staff's point of view, what is the problem?
2. From the office staff's point of view, what is the problem?
3. As a group, discuss the problem and agree on a description.
4. Brainstorm for possible solutions. As a group, agree on the best solution. It may be one person's idea or combination of ideas.
5. What are some issues involved in putting the solutions in place?
6. Why did your group decide that this was the best solution? Did any compromises have to be made to come up with this solution? Why?

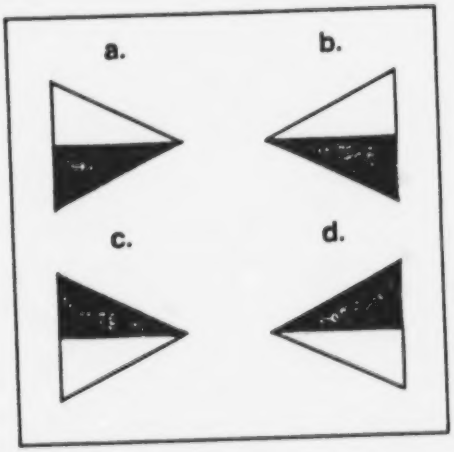
II. Basic Skills for Technical Performance - Critical Thinking Resource Sheet

1. Sequence of Figures Sheets
2. Flow-charting
3. Flow-charting for Solving Problems
4. Flow-charting a Sequence
5. Flow-charting a Plan of Action

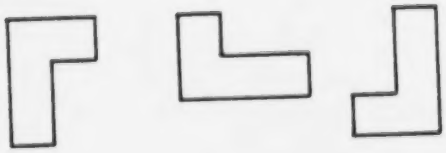
SEQUENCE OF FIGURES—SELECT

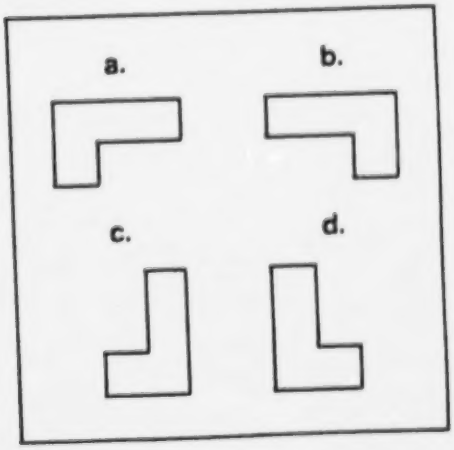
Circle the shape that comes **next.**

B-5

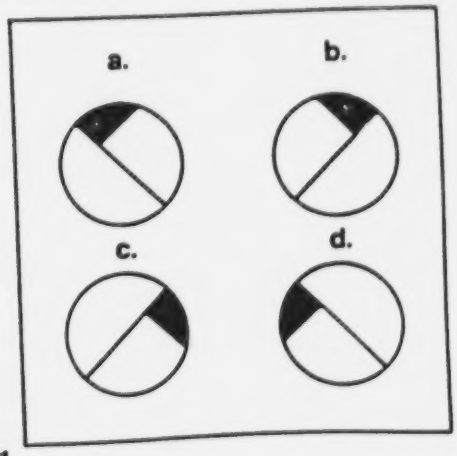


B-6





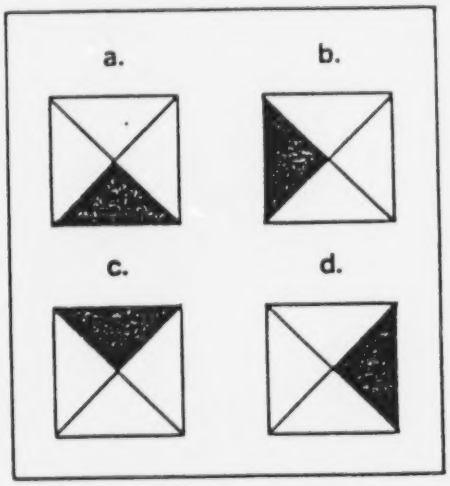
B-7



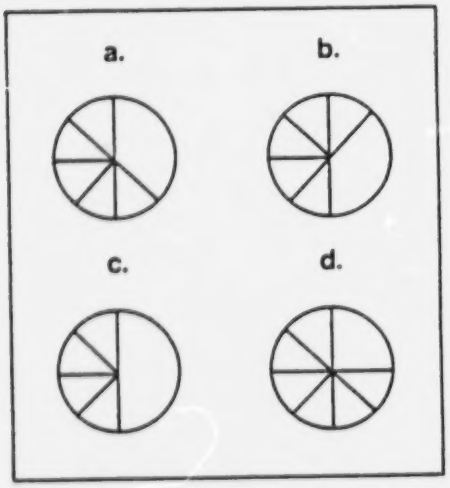
SEQUENCE OF FIGURES—SELECT

Circle the shape that comes **next**.

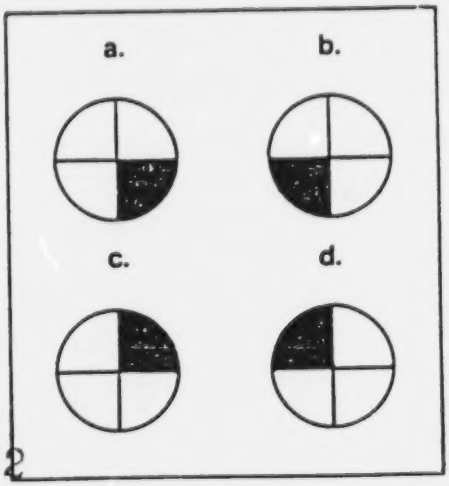
B-8



B-9



B-10



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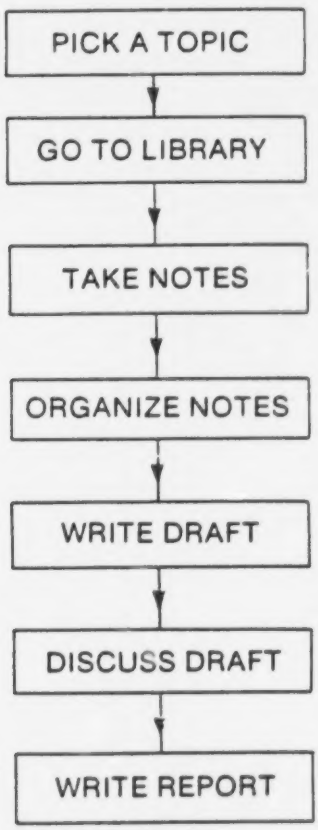
FLOWCHARTING

A flowchart is a diagram that represents a sequence of events. Flowcharting is useful for:

SEQUENCING
PICTURING STAGES
WRITING INSTRUCTIONS
SHOWING CYCLES
PLANNING
SOLVING PROBLEMS

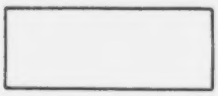
Here is an example of a simple flowchart for writing a report.



FLOWCHARTING

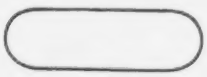
Flowcharts have become a useful tool of computer programmers. Programmers use a standard set of symbols so that the reader may quickly understand the **flow** of thought represented by the **chart**.

In the preceding flowchart only rectangles were used.



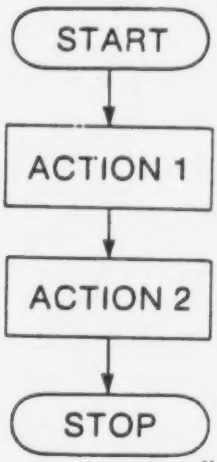
RECTANGLES are used for actions or activities.

A standard flowchart begins with a "START" statement and ends with a "STOP" statement.



OVALS are used for "START" and "STOP."

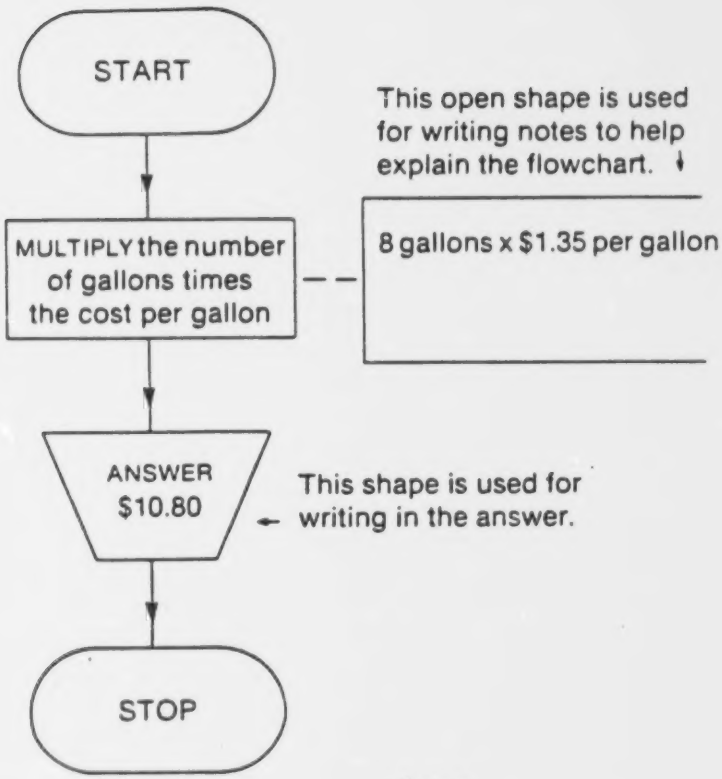
A program in "standard form" looks like this.



FLOWCHARTING FOR SOLVING PROBLEMS

Flowcharting can be used to reason through the solutions to practical and school-related problems.

EXAMPLE: Find the cost of eight gallons of gasoline if the price per gallon is $1.35. The flowchart below outlines the problem.

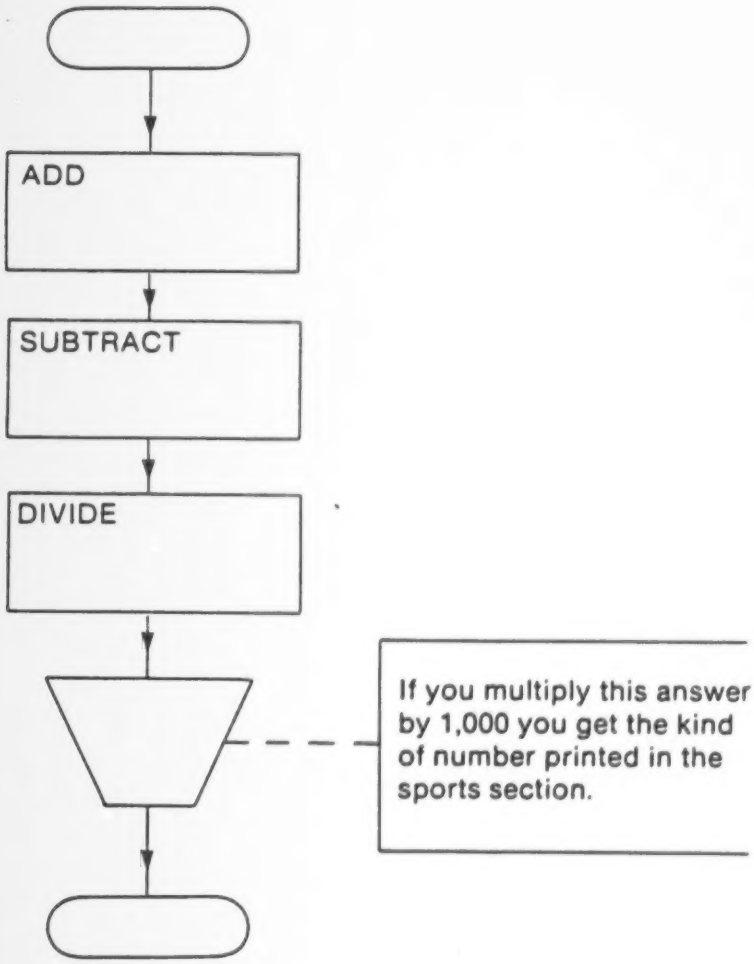

START
MULTIPLY the number of gallons times the cost per gallon
ANSWER $10.80
STOP
This open shape is used for writing notes to help explain the flowchart.
8 gallons x $1.35 per gallon
This shape is used for writing in the answer.

FLOWCHARTING FOR SOLVING PROBLEMS

To calculate your baseball batting average you don't count the number of times you are "walked" or hit by a pitched ball as an official time at bat.

Your batting average is "hits" divided by "official times at bat."

B-425 Complete this flowchart and use it to calculate the batting average of a player who came up to bat 150 times. She was walked 23 times and hit twice by a pitched ball. She hit safely 45 times.



SEQUENCES

FLOWCHARTING FOR SOLVING PROBLEMS

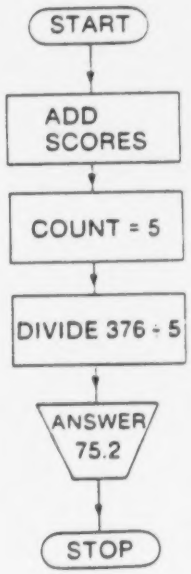
To find the average of a group of scores you add the scores and divide by the number of scores.

EXAMPLE: Find the average of 75, 87, 63, 59, and 92.

Step 1. Add the scores:
75 + 87 + 63 + 59 + 92 = 376

Step 2. Count the scores: 5

Step 3. Divide 376 by 5: 376 ÷ 5 = 75.2



Answer: 75.2 is the average of the five scores.

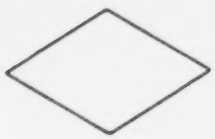
B-426 Construct a flowchart and use it to calculate the averages of these seven test scores:

63, 85, 96, 77, 89, 67, 93

FLOWCHARTING A SEQUENCE

In the preceding exercises you used ovals for "START" and "STOP" and rectangles for actions.

Two additional symbols are needed when flowcharting a sequence of events requiring that decisions be made.



DIAMONDS are used for questions at decision points.

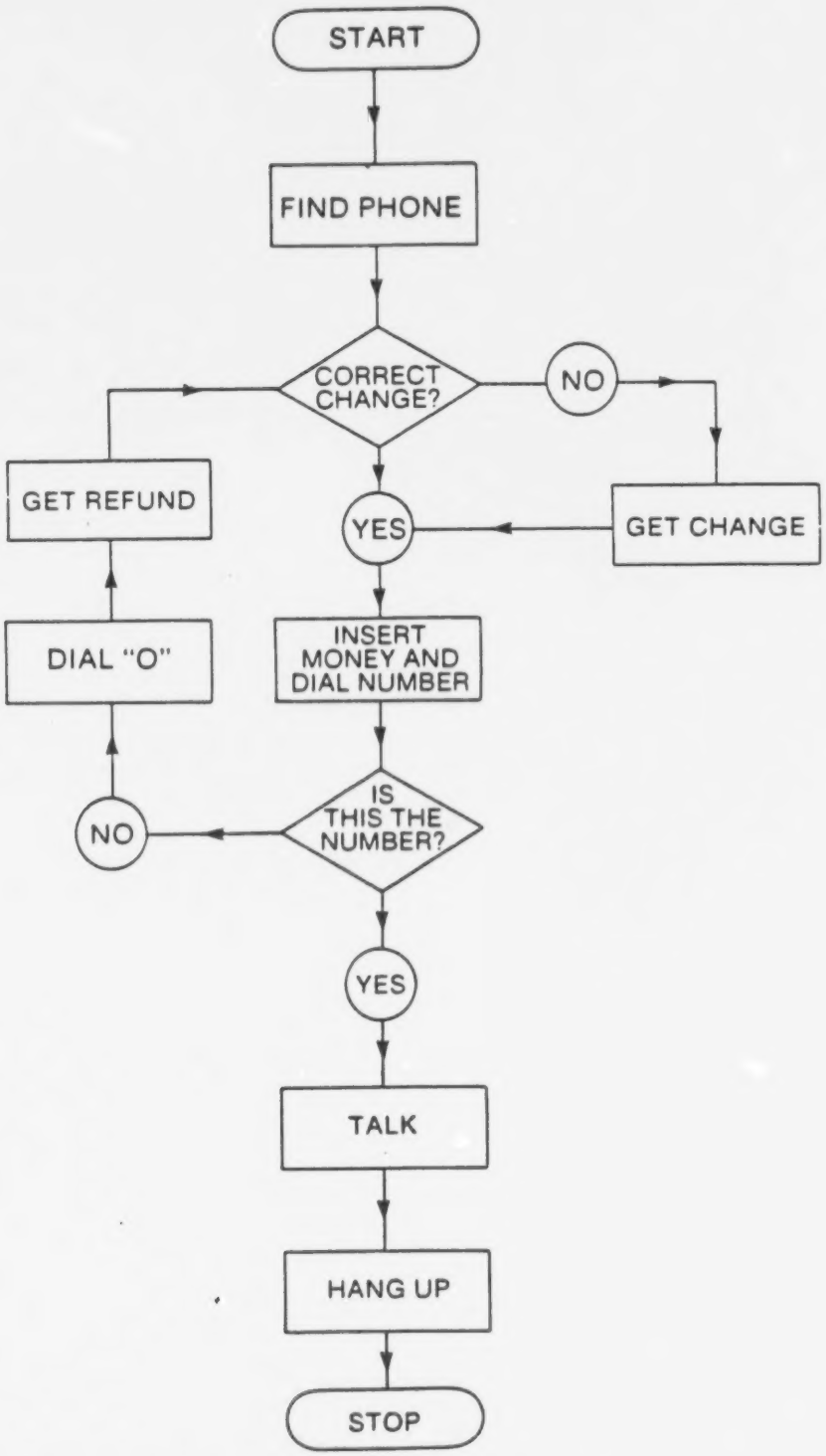
CIRCLES are used for answers at decision points.

Let's look at a flowchart that involves placing a long-distance phone call at a pay phone. You do not wish to call collect and don't have a telephone credit card. The first time you dial you get the wrong number.

The flowchart is shown on the next page.

FLOWCHARTING A SEQUENCE

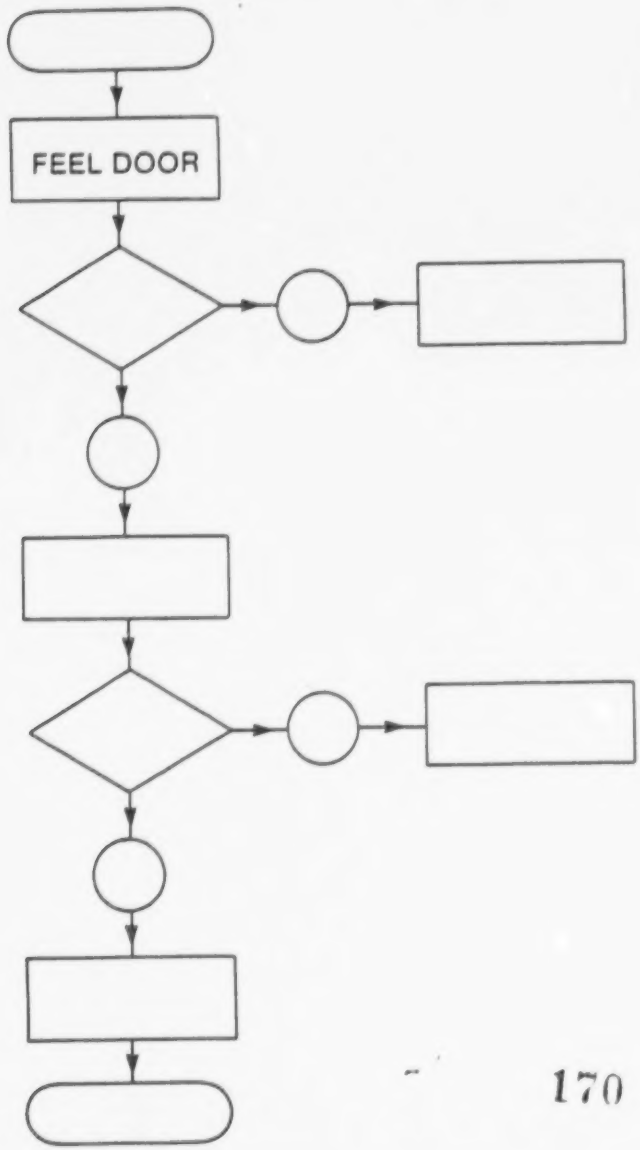
Steps in making a phone call:



FLOWCHARTING A PLAN OF ACTION

B-427 In many hotels you find a flowchart that describes what to do in case of fire. Use the instructions below to fill in the flowchart that follows.

In the event of fire you should feel the door. If it is hot, remain in your room with the door closed. If the door is cool, open the door carefully and look for smoke in the hall. If there is smoke, remain in your room with the door closed. If there is no smoke, proceed to the exit.



II. Basic Skills for Technical Performance - Computer Skills Resource Sheet

1. The Parts of a Computer System

3 The Parts of a Computer System

Every computer system has at least three parts: an input device, the computer itself, and an output device.

Input Devices. An input device is anything that is used to transfer information into a computer. There are many different kinds of input devices. A keyboard, a game cartridge, a joystick— these are all input devices. Probably the most common is the keyboard, which works like the keyboard of a typewriter. It is part of nearly every computer system except for some computerized game systems.

The Computer. The computer itself contains the electronic chips that actually do the information processing. In addition, the computer contains enough electronic memory to store the program that it is running and the data and commands that are input by the operator.

Output Devices. Output devices take what the computer has done and output it in a useful form. Usually the output device is a ***visual display***, that is, something you can look at. The visual display of nearly all but the smallest computers is a TV screen, although recently some computers have used a flat "liquid crystal" screen that works something like the display on a digital wristwatch.

Other common output devices include ***printers*** and ***plotters***—devices that can make drawings, charts, and graphs on a piece of paper.

More than one output device can be hooked up to a computer.

There is another special, very important type of device that is part of many computer systems. It can handle both inputting and outputting, and so it is known as an ***input/output device***, or ***I/O device*** for short.

Input/Output Devices, or **I/O Devices.** An I/O device is one that can both feed information into a computer and receive information from it. The most common examples are a tape cassette recorder and a ***disk drive.*** They are used to input and receive information that is recorded magnetically on the tape or on a disk that works something like a record.

Tape cassettes and disk drives are commonly used to store programs that can be fed into a computer. They are also used to receive and store data that has been processed. For this reason, they can be thought of as devices that store information or as super memories.

III. Basic Skills for Monitoring

A. Technical Vocabulary - Twisting Operator - This vocabulary list should be mastered by all twisting operators. Practice can be provided by matching, filling in the blank, and spelling quizzes or bees.

A. air splice
angle

B. balls - ceramic
black
blue

C. colors

D. double

E.

F.

G. green

H.

I.

J.

K.

L. length

M. merge number
metal

N. natural

O. orange

P. paper
plastic
producer

Q.

R. range
red
ring

S. stroke
supply

T. tab
turn

U.

V.

W. weight
white

X.

Y. yellow

Abbreviations

nat.	rev.
no.	RPM
pkg.	

B. Read To Do

1. Print Outs: None
2. Manuals: None
3. Tables: None
4. Forms: Information on set-up sheet provides standards. Use complete set-up sheets for practice.

C. Writing

1. Collect Data: None
2. Keep Records: None

D. Math

1. Read Gauges: Operator reads temperature gauge. Provide excercises in reading Farenheit and Celsius. (Number Power 2)
2. Measure: Operator measures packages using metric caliphers - Teach scales and metrics. (Number Power 2)
3. Write numbers: Must record measurements and number of packages in doff. Most machines can run 120 packages so operator needs to be able to write numbers consecutively from 1 - 120. Provide practice using forms.

E. Problem Solving

1. Trial and Error: When yarn breaks during twisting, operator quickly ties ends and re-starts. The re-tying may occur several times until it either works or not.

F. Critical Thinking

1. Analyze: Operators must be able to analyze the operation of the machine. Practice can be provided through exercises such as "what's wrong with this picture". The CCC computer program offers excellent exercises in analyses.
2. Compare/Contrast: The operator constantly compares and contrasts the way the machines run. "How Alike" and "How Different" exercises provide good practice.
3. Prioritize: if a malfunction occurs in the machine, the operator must prioritize actions.
4. Sequence: This critical thinking skill is important to monitoring because the monitoring itself must be done in sequence. There are sequencing activities in the Math Concepts and Skills (MCS) program on the CCC software and worksheets.
5. Estimate/Approximate: None
6. Decision Making: The operator has to decide when to stop a package or a machine. At times it is necessary to decide if there is a "problem" requiring assistance. There are excellent exercises in the CCC software - especially Math Concepts and Skills Program.
7. Deductive Reasoning: None

G. Computer Skills

1. Input: None
2. Change Screen: Practice provided by computer assisted instruction.
3. Read and Interpret Screen: Practice provided by computer assisted instruction.
4. Interpret Printouts: None

III. Basic Skills for Monitoring - Twisting Operator - Reading Resource Sheet

1. Set Up Sheet

DATE 6-28-91 PRODUCER UNIFI TEXTURED YARN

MERGE NO 37996-1 CUSTOMER RAXON

YARN SET POLY TS TYPE 1695

DENIER 150 F 33 TURNS _____ TWIST _____

COLOR _____ TYPE OF SUPPLY _____ WEIGHT _____

QUALITY OF YARN BUNCH _____ CUSTOMER _____

SET UP

LOT NO 37996-1 MACHINE NO 30

DYED YES NATURAL _____

DENIER 150 F 33 TURNS 12 TWIST S RANGE 11.75-12.25

TAKE UP TUBE PLASTIC TUBE SIZE 6 3/4" X 2 1/8"

TUBE COLOR WHITE TAC NO NO TAC _____

KNOT DOUBLE WEAVE AIR SPLICE _____ WRAP _____

OL NO — PERCENT OL _____

TYPE OF OL _____ TIME FOR REV _____

SET UP

PKG SIZE 21 + OR - 2 LOOK SETTING 3270 RUNNING TIME 12.82 HRS.

TURNS TWIST RANGE _____

SIZE BALL 7MM NO OF BALLS 2 + 2 CERAMICS

TAKE UP RPM/FPM 130 TAKE UP TENSION 4-5 GRAMS

OVERFEED RPM/FPM 290 OVERFEED GEARS 14

SPINDLE SPEED 10285 SPINDLE TENSION 95 GRAMS

RESERVE WRAPS 1 1/2 DANCING ARM YES

OVERFEED PLATFORM POS 24 BALLOON RAIL POS 16

THREAD GUIDE TENSION WIRE REMOVE PLATES YES THEN WAIT TRAP YES

STROKE LENGTH 150 mm TRAVERSE GEARS 74 : 68

CROSSING ANGLE 31.3° MOTOR PULLEY 200 mm

TWIST GEARS A 166 B 74 C 60 D 40

TAPER POSITION 1-B DOFFER CAM POS A-1 SMALL CAM

D.U. UNITS LEFT 20 MIDDLE 20 RIGHT 20

SET UP BY _____ CHECKED BY _____

POST DEFOLIATION

DENSITY SOFT _____ MED _____ FIRM _____

CONDITION _____

CONDITION BOL _____ TENS _____ TWIST _____

ASSOCIATE _____ TENS _____ PROGRAMMING _____

DISPOSITION

A. SHIPPING - DIRECT TO SHIPPING WRAP TO SHIPPING _____

B. DYEING - INSPECT & SEND TO WAREHOUSE YES

C. WINDING - INSPECT & SEND TO WINDING _____

D. SHIPPING - INSPECT & WRAP IN PLASTIC BAG TO SHIPPING _____

E. BOX SIZE FOR SHIPPING _____

REMARKS SOFT ARM WITH PLASTIC GUIDE - SPRING CONNECTION AT LOWEST KNOTCH - SPRING CONNECTION IN GEAR BOX FOR 150 mm STROKE · GREASE END CAPS AND SOFT ARM - CHECK LEVEL OF CONTACT + DYE TUBE WITH TAKE UP ROLLER

PACKAGES AR TOO SOFT-CHE SET UP IF WE RUN THIS YAR AGAIN. DALE ABEE

129

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III. Basic Skills for Monitoring - Twisting Operator - Problem Solving Resource Sheet

1. Scrambled Sentences
2. Joining Sentence Parts

58 Scrambled Sentences

Rewrite each scrambled sentence in the most logical order. There may be more than one way to write a sentence correctly.

1. baskets and on Carl playground the Juan are shooting

_____

2. fallen was and cold snow night the morning had all

_____

3. tasty relish Ted's the onions made and hamburgers extra

_____

4. likes meals occasions for cook festive Cleo fancy to

_____

5. tomatoes greens served and dandelion waiter squash the

_____

6. prefers red bright group hues yellow the like and

_____

7. for always nothing are porcupines serene bothers them

_____

8. beef for was cook's tough our too carving.

_____

9. food ship the Mr. this pounds on gain made Harrington ten

_____

10. flowers an and blue attractive those yellow make bouquet

_____

11. like do thunderstorm a I in don't to anything

_____

59 Joining Sentence Parts

From the endings at the bottom of the page, choose the most logical one to fit each sentence beginning. Write it on the line after the sentence with which it belongs. (Some endings will not be used.)

1. Next Thursday morning the entire school _____
2. We have a new pool in our school _____
3. Our family is going on a vacation to Canada _____
4. Most of the children on the playground _____
5. My parents have just bought a new VCR _____
6. The new books from the book club _____
7. Yesterday, one or two of the junior high students _____

as soon as possible.
participated in the game.
so now we can watch lots of old movies.
did not come in when the bell rang.
arrived in the mail this morning.
so we won't need to go so far to swim.
will attend the assembly program.
so I won't have to do any homework.
so we don't need our summer cottage this year.

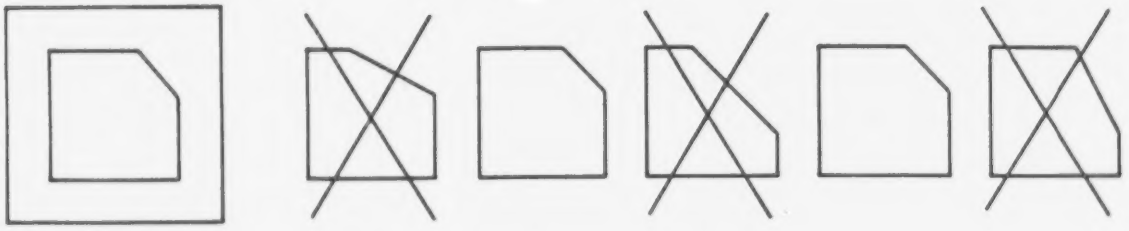
III. Basic Skills for Monitoring - Twisting Operator - Critical Thinking Resource Sheet

1. Analyze which figure does not match
2. Compare/Contrast
   - How Are These Words Alike
   - Explain the Exception
3. Prioritizing
4. Sequencing
   - Proper Sequence
   - Unscramble the Sentences
5. Decision Making
   - Six Step Model

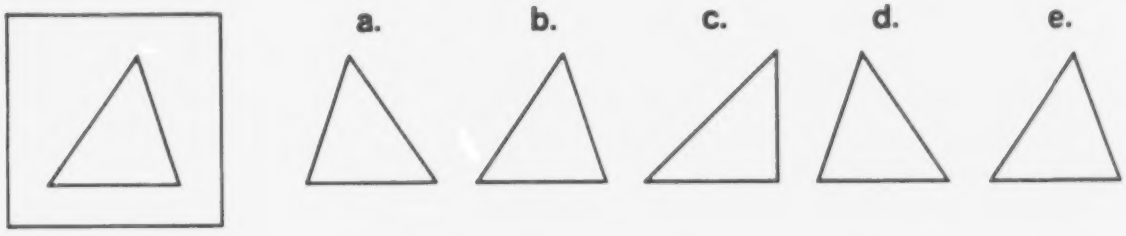
WHICH FIGURE DOES NOT MATCH?

Cross out the figures that are **different** from the one in the box.

EXAMPLE:



A-33



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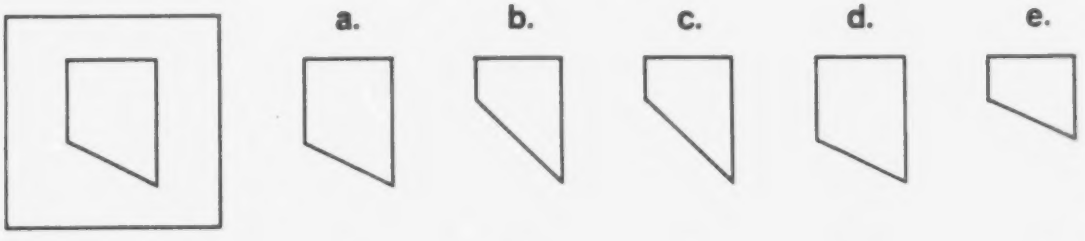
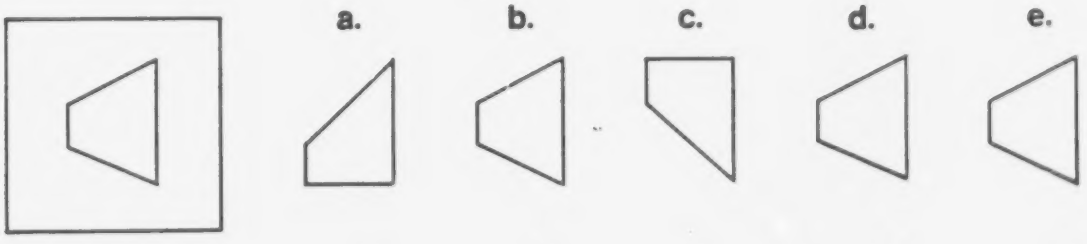
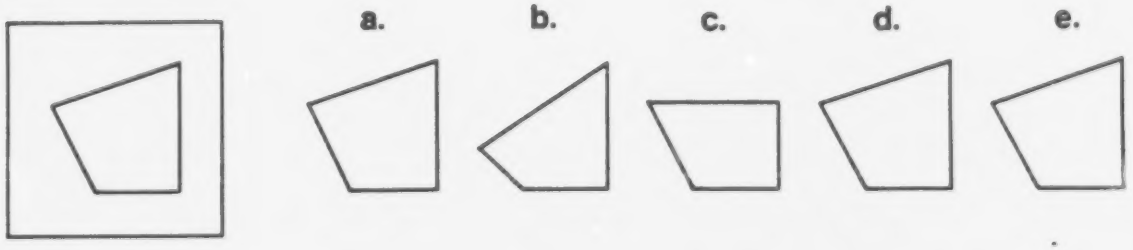


A-35



A-36



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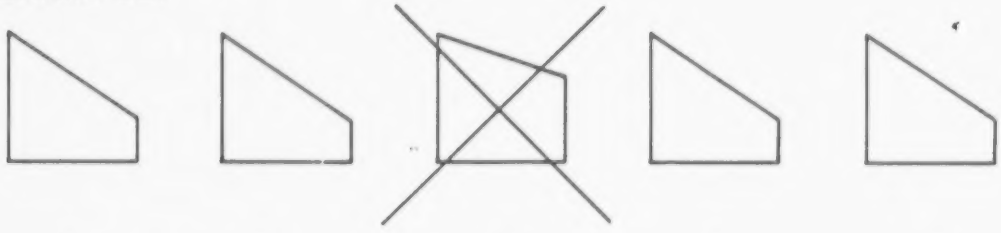
WHICH FIGURE DOES NOT MATCH?

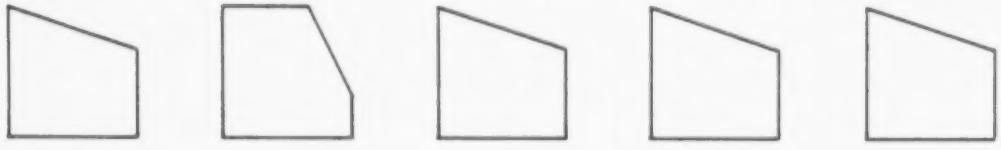
Cross out the figure that does **not match** the other four figures in each row.

EXAMPLE:



a. b. c. d. e.

A-37



a. b. c. d. e.

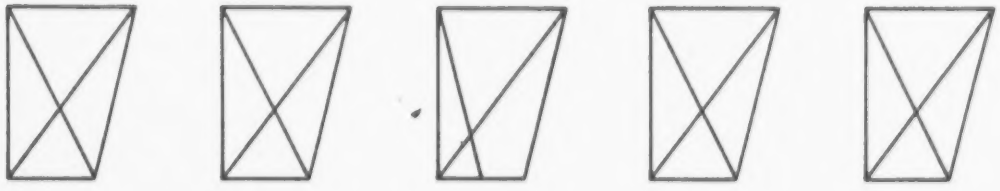
A-38

a. b. c. d. e.

A-39

a. b. c. d. e.

A-40



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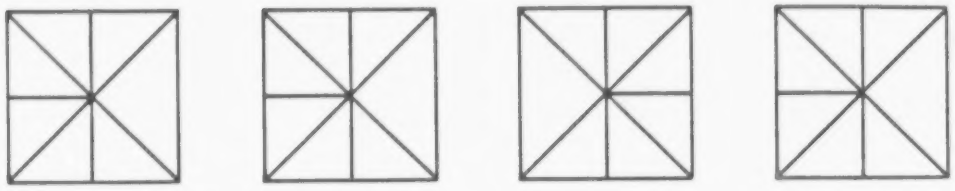
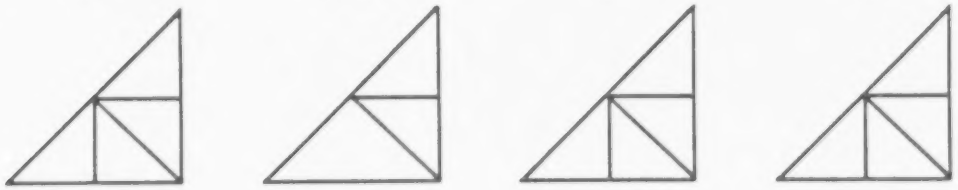
WHICH FIGURE DOES NOT MATCH?

Cross out the figure that does **not match** the other three figures in each row.

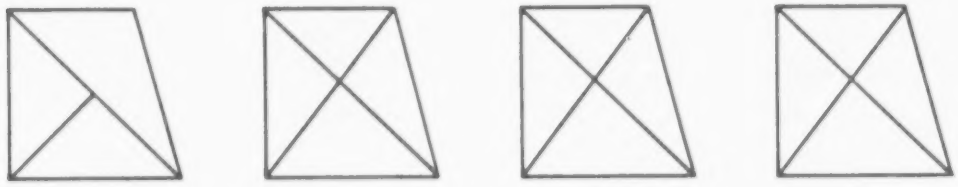
a. b. c. d.

A-41 

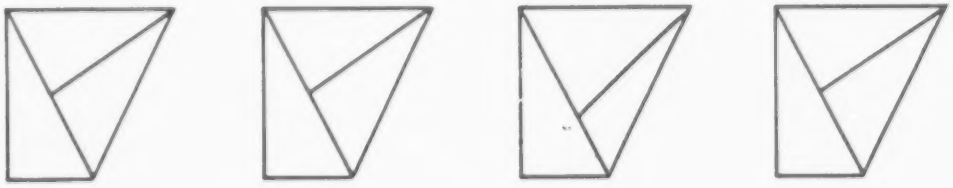
a. b. c. d.

A-42 

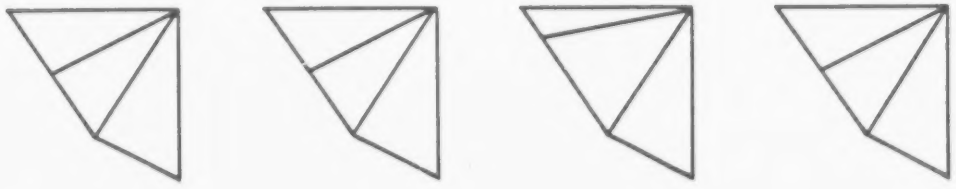
a. b. c. d.

A-43 

a. b. c. d.

A-44 

a. b. c. d.

A-45 

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HOW ARE THESE WORDS ALIKE?—SELECT

Circle the letter in front of the answer that **best** describes each class of words.

C-108 coil, curl, spiral

a. angle
b. circle
c. inward curve

C-109 arch, dome, vault

a. curved line
b. curved part of a building
c. curved road

C-110 crescent, crook, hook

a. curved object
b. radius of a circle
c. wave

C-111 arc, bend, bow

a. angle
b. curve
c. sphere

C-112 crimp, dent, wrinkle

a. irregular bend
b. maze
c. spiral

C-113 bulb, drop, oval

a. coil
b. rounded shape
c. spire

HOW ARE THESE WORDS ALIKE?—EXPLAIN

Each group of words below has something in common. On the line provided, explain how the words in each class are related.

EXAMPLE:

newspaper, radio, television

All bring the news.

C-184 apparent, clear, obvious

C-185 ramble, range, roam

C-186 cast, critic, performance

C-187 estate, manor, mansion

C-188 modest, shy, timid

C-189 fast, quick, swift

C-190 force, might, vigor

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EXPLAIN THE EXCEPTION

The following groups of words contain one member that is an exception to the class. Explain how the similar words are alike and how the exception is different.

EXAMPLE:

area, measurement, perimeter, volume

Measurement is the exception. The other words represent things that can be measured. Measurement is the act of determining length, weight, volume, or time.

C-223 factors, multiplication, product, quotient

C-224 climate, continent, temperature, weather

C-225 character, force, might, strength

C-226 order, sequence, ranking, value

PRIORITIZING

The following events occur simultaneously while you are at work:

_____ Fire alarm sounds;

_____ Co-worker faints;

_____ Power goes off.

What action would you take first? second? third? Explain why.

27 Proper Sequence

Number each group of sentences so they appear in proper order.

A. _____ Put on the cover of the percolator.

_____ Put the basket with the coffee onto the percolator stem and put both into the pot.

_____ Start out by filling the pot with as much water as needed to make the number of cups of coffee you wish.

_____ Finally, insert the cord into the socket.

_____ Measure out the proper amount of coffee and put it into the basket.

B. _____ Next the pedals were placed in the center and linked by a chain transmission to the back wheels.

_____ The earliest two-wheeled vehicle was propelled by pushing the feet against the ground.

_____ To make even less work, a motor was installed over the front wheel.

_____ To get away from pushing on the ground, a pedal-and-gear mechanism was attached on the front hub.

C. _____ He began to practice harder and was awarded a music scholarship.

_____ Early in his teens, he heard the famous Russian musician Mtislav Rostropovich play the cello, and his career was decided.

_____ After music college, he embarked on many tours to play cello concerts.

_____ At age ten, Julian Lloyd Webber loved playing the cello, but he didn't practice much.

28 Unscramble the Sentences

In each of the two groups below, number the sentences in the order they should occur in a paragraph.

_____ That evening Midori and her father played a set on their home court.

_____ Just before the match she played a couple of quick games with one of the other players who was about her age.

_____ Right after the warmup, she batted balls back and forth across the net with a friend.

_____ Then she played in the match.

_____ First, Midori warmed up for her exhibition tennis match by doing some iimber-ing-up exercises.

_____ Following the match there were cold drinks and conversation before everyone went home.

_____ About the same time as the fertilizing, the scent of the flowers filled the orchard.

_____ In December came the crowning glory of the year: branches heavy with green fruit.

_____ After the blossoms had set, if there were too many tiny green balls on a limb, some were cut off so the remaining oranges would grow larger.

_____ In early spring, the orange trees were fertilized.

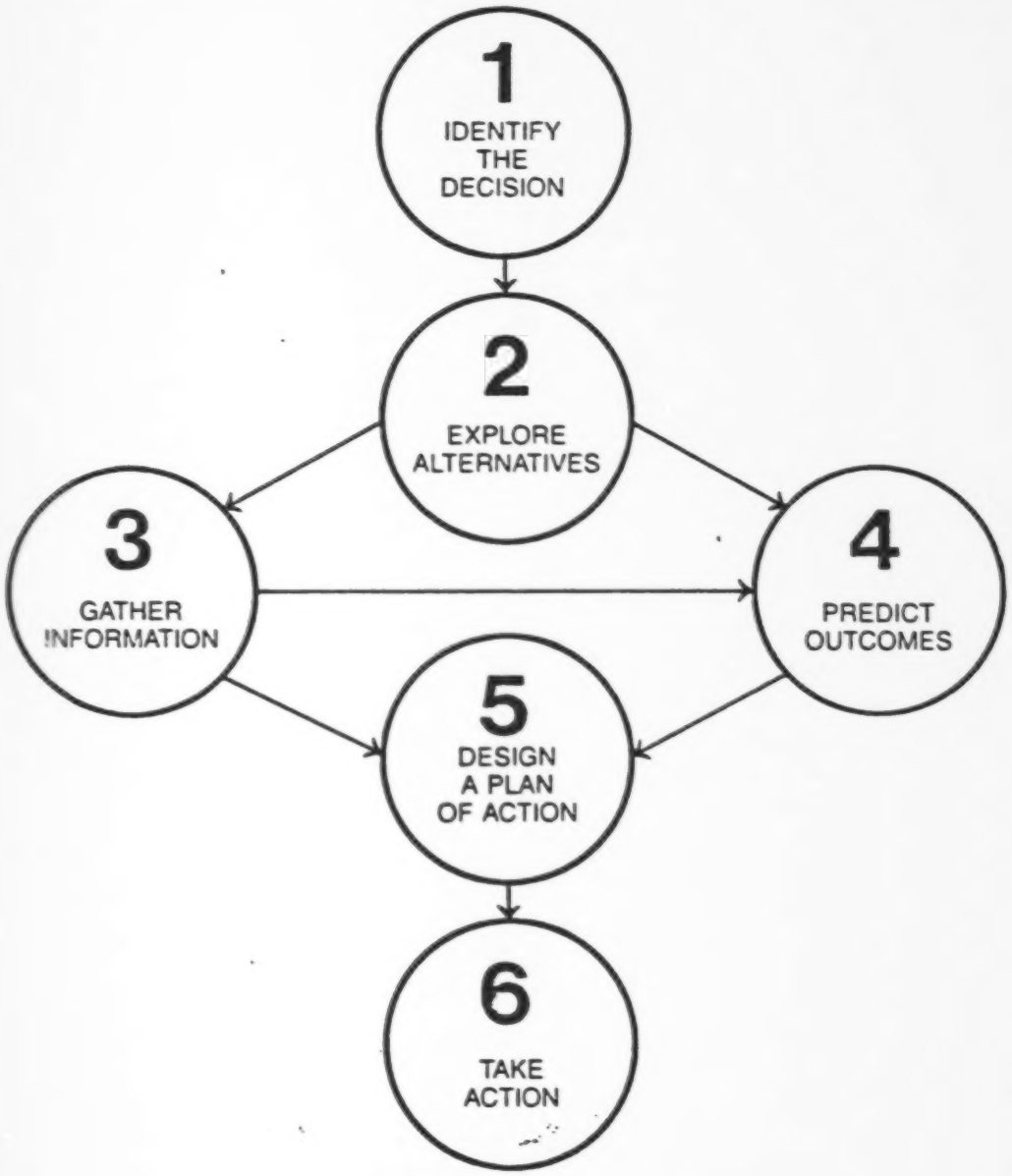
_____ When summer came and the sun got hotter, the tree trunks were painted white.

_____ The fruit was picked and placed in chambers, where a special gas caused them to ripen and turn orange.

The Decision-Making Process

Careful planning will help you make better decisions. At first this might seem difficult, but after awhile it will seem natural. You will have better control of your life and be a valued employee.

The steps you need to follow are listed below. The activities on the following pages will show you how to use these steps when making decisions.



Identify the Decision

Identifying the decision to be made is the first step in the decision-making process. It is also a very important step. If you aren't sure what the decision is about, you won't be able to begin deciding.

When identifying the decision, you should specify what needs to happen, *not* just what the problem is. This will give you a direction to follow when completing the decision-making steps. For example, suppose Fred stated his situation like this:

> "Joan is quitting work."

Although this states the problem, it doesn't identify the decision. It does not state what needs to happen.

Fred should state his situation like this:

> "I have to find a new way to get to work in two weeks."

The need for a decision does not have to be based on a negative situation. Perhaps you are invited to two parties on the same day. Your problem is not the fact that you were invited to two parties. It's fun being well-liked. Your problem is deciding which party to go to.

> Identify a decision you will have to make soon or that you have faced in the past. Identify the decision to be made.
>
> "I have to _____
>
> _____
>
> _____

Exploring Alternatives

Some people make poor decisions because they do not think of all the possible solutions or choices they have. The best way to do this is to make a list of as many alternatives as you can. Don't think about whether they are good or bad ideas at first. Just let your imagination go. You can always cross off the ideas you don't like at a later time.

Look at Fred's list of all the alternatives he has for finding a way to work. Then cross off those that you think would not be good solutions.

1. Take the bus.
2. Buy a car.
3. Walk.
4. Hitchhike.
5. Take the train.
6. Borrow a car.
7. Go by skateboard.
8. Try to get a ride with someone else at work.
9. Take a taxi.
10. Quit this job and try to find a closer one.
11. Call the boss for a ride.
12. Put an ad in the paper for car pools.
13. Hope someone offers me a ride.
14. Take a helicopter.
15. Ride a bike.

Now look at the situation below. Make a list of all the possible alternatives for this problem.

Jerry works in a small mailroom. Barb, a co-worker, smokes constantly. Jerry can't stand the smoke. It gives him a headache and makes his eyes water. Jerry is afraid that Barb will get angry or have hurt feelings if he asks her to stop smoking. What are Jerry's alternatives?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Gathering Information

Once you have a list of alternatives to choose from, you may need to find out more about each one. For example, Fred's first alternative listed is to TAKE THE BUS. The information Fred would need before choosing this alternative, would be: (1) bus schedule (2) bus route and (3) bus fare.

When gathering information, however, be sure that you have enough information and that it is reliable. Fred made some good and poor decisions based on information he gathered. Place an X in front of each statement that shows poor use of information.

_____ 1. Fred decides to hitchhike because a friend tells him that the police won't bother him.

_____ 2. By calling the taxi service, Fred learns that it will cost too much to get to his job. He decides not to take a taxi.

_____ 3. Three years ago Fred took the bus and his wallet was stolen. He decides not to take the bus.

_____ 4. Fred looks in the want-ads and finds there are no closer jobs available. He decides to keep his job.

_____ 5. Fred decides not to buy a used car because his friend bought a used car and it doesn't work right.

_____ 6. Sal, a co-worker, offers Fred a ride. Judy tells Fred that Sal drives like a maniac and has had several accidents. Fred decides not to ride with Sal.

_____ 7. Fred missed the train the first day because he looked at an old train schedule. He decides not to take a train.

_____ 8. After calling the newspaper, Fred decides to place an ad for car pools. The ad will cost him $3.50 for three days.

Predicting Outcomes

When making a decision, we need to think about what will happen as a result of our actions. Predicting the outcomes or consequences will help in choosing an alternative that is right for you. When we think about the consequences or outcomes, we're thinking about things that *might* or *could* happen. This doesn't always mean that they *will* happen.

Match Fred's alternatives below with the possible outcomes. Note that many of the alternatives have more than one possible outcome.

Alternatives

____ 1. take the bus

____ 2. buy a car

____ 3. walk

____ 4. hitchhike

____ 5. take the train

____ 6. borrow a car

____ 7. try to get a ride with someone else at work

____ 8. take a taxi

____ 9. quit the job and look for a closer one

____ 10. call the boss for a ride

____ 11. put an ad in the paper for car pools

____ 12. hope someone offers me a ride

____ 13. ride a bike

Possible Outcomes

A. get picked up by the police

B. if I can't find another job, I end up broke

C. meet a new group of people

D. be too tired to work by the time I get there

E. relax and do some reading on the way to work

F. end up with no ride

G. might have to leave earlier, depending on schedules

H. worry about having an accident with someone else's car

I. get into debt, but feel more independent

J. end up spending a lot of money every day

K. develop a friendship with a co-worker

L. get the boss angry

M. uncomfortable or impossible in very cold, snowy weather or in heavy rains or fogs

Designing a Plan of Action

Once you've made a decision, you're only half done. Next, you need a plan to make your decision work. Look at the alternatives that Fred has listed. If you were Fred, which alternative would you choose first? Choose one that you think would be a good solution. Using the form below, design a plan of action for Fred.

1. take the bus
2. buy a car
3. walk
4. hitchhike
5. take the train
6. borrow a car
7. take a skateboard
8. try to get a ride with someone else at work
9. take a taxi
10. quit this job and try to find a closer one
11. call the boss for a ride
12. put an ad in the paper for car pools
13. hope someone offers me a ride
14. take a helicopter

Plan of Action for Fred

What am I going to do?_____

When will I start?_____

How will I do this?_____

What problems might I have?_____

What is my alternate plan?_____

IV. Basic Skills for Training - Twisting Operator

A. Technical Vocabulary - Twisting Operator - This vocabulary list should be mastered by all twisting operators. Practice can be provided by matching, filling in the blank, and spelling quizzes or bees.

A. activate

B. balloon
bobbin

C. cradle
cutter

D.

E. eyelet

F. filaments
flange
flyer
frame

G.

H.

I. insert

J.

K.

L. loop

M.

N.

O.

P. protrude

Q.

R. rotate

S. slack

T. tail
tangle
taper
tempo
tension
twisting

U., V., W., X., Y., Z.

360 degrees

B. Reading To Learn

1. Manuals: Twisting operators are trained/or re-trained using the Burke Mills Twisting Training Manual. While it is not the job of Workplace Literacy to traim employees, use of the manual can be enhanced by explanation of how a manual works and familiarization of vocabulary and special terms. This manual is designed to provide practice for a series of described exercises.
2. Textbooks: None
3. Instructions: Following instructions is an important part of training. Practice should be provided in carrying out written instructions.

C. Writing

1. Technical Instructions - give students practice in describing how to perform operators job or any part of the job. Technical instructions should be written in short concise phrases or sentences. Practice can be done individually or in small groups.
2. Note Taking: Same times in training it is necessary to take notes. The important thing here is that the note taker be able to interpret the notes.

D. Speaking

1. Ask clear questions - any trainee needs to be able to ask questions. The fear of appearing "dumb" remains with many workers. Read descriptions from newspapers or encyclopedia and have students make up questions - can work in small groups.

2. Clarify Information: Give information and have students repeat it back.

E. Listening

1. Follow oral instructions: Give students set of oral instructions for a simple task. Check by performance.

F. Math: Number Power 2 provides basic math needed by trainees. Adapt exercises to twisting when possible. Ex.: How many degrees in a full turn?

IV. Basic Skills for Training - Twisting Operator - Reading Resource Sheet

1. Instructions
2. Following Directions

12. Instructions

Instructions are often found in newspapers, letters, recipes, advertisements, and other things you read on a daily basis.

Many sets of instructions tell you to do certain things in a particular order. The instructions may be numbered to help you.

Example 1: Instructions for Taking Pictures

1. Sit down on the center of the bench.
2. Deposit 4 quarters.
3. Adjust clothing in the mirror and smile.
4. Push PHOTO button.
5. Wait 3 minutes for picture.

Which of the following steps comes first?

(A) Put money in machine.
(B) Fix your clothes and smile.
(C) Push the PHOTO button.

The correct choice is **A**. This is step 2. It comes before you smile (step 3) and before you push the PHOTO button (step 4).

Example 2: Instructions for Operating Oven

1. Turn dial to bake.
2. Set temperature.
3. Let oven heat ten minutes.
4. When finished turn dial off.

According to these instructions, which sentence is correct?

(A) Set temperature after you turn dial off.
(B) Turn dial to bake after you set temperature.
(C) Set temperature after you turn dial to bake.
(D) Turn dial off before you let oven heat up.

The correct choice is **C**. The instructions state

1. *Turn dial to bake.*
2. *Set temperature.*

Therefore, you set the temperature after you turn the dial to bake.

Some instructions are not numbered. When the instructions are not numbered the top instruction is usually done first, the next instruction immediately after it, and so on.

Example 3: Instructions for Car Wash

Deposit money.
Push lever to up position.
Remove hose from wall.
Press nozzle.
Replace hose when finished.

According to these instructions, what would you do immediately after you have pushed the lever to the up position?

(A) Press nozzle.
(B) Remove hose from wall.
(C) Deposit money.
(D) Replace hose.

The correct choice is **B**. *Remove hose from wall* comes immediately after *Push lever to up position* in the instructions, so it is done next.

Practice

Selection 1:

Instructions for Operating Lawn Mower

1. Fill with gasoline.
2. Check oil level.
3. Move lever to on.
4. Pull cord to start.
5. When started, move lever to high.

Which sentence is correct?

(A) First you check the oil level.
(B) After you pull the cord you fill the mower with gasoline.
(C) The last thing you do is move the lever to on.
(D) Check the oil level after you fill the mower with gasoline.

Selection 2:

Take Lucas Avenue to the four corners and then turn right. About a mile down the road you will pass over railroad tracks. Keep going straight and you will see a sign for Dori's Diner. A quarter of a mile after the sign, you will see a small unpaved lane on the left. Hideaway Camp is at the end of the lane.

In order to get to the Hideaway Camp, after you pass over the railroad tracks you must—

(A) Take a right.
(B) Go straight.
(C) Take Lucas Avenue.
(D) Turn on the lane.

Selection 3:

Ideal Patio Furniture
We have the Best Patio Sets in Town
Reasonable—Attractive
Open 7 Days a Week
20 percent discount with this ad
11 Maple Street
339-3748

According to this advertisement—

(A) The store is closed on Mondays.
(B) The store sells antique furniture.
(C) The store is on Maple Street.
(D) The store gives no discounts.

Selection 4:

Instructions to New Employees

Report to the Main Office at 8:30 AM for orientation. At 9:30 you will be taken to the Training Room, where you will learn how tc operate the 409 copier. When you have finished there, go to Room 209 and you will be assigned to a supervisor.

According to these instructions, you should—

(A) Go to Room 209 first.
(B) Go to the Training Room first.
(C) Go to the Main Office first.
(D) Report to the Main Office last.

10.

a. Write your name at the upper right corner of your paper.

b. For the rest of these directions, start near the top of your paper. Then print the result of each new direction below the previous result.

c. Print "IAMSMART."

d. Insert two "O"s after the third, the sixth, and the eighth letters.

e. Move the first letter so that it is between the third and fourth letters from the end.

f. Insert "N" before the third letter from the end and after the first letter.

g. Insert "D" before and after the first double vowel.

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(continued on next page)

h. Insert "C" after the third letter and at the end.

i. Insert "G" before the first double vowel and after the third letter following the second double vowel.

j. Insert "L" before the second double vowel.

k. Remove the fourth letter.

l. Change the ninth letter to "K" and move it so that it falls between the eighth and ninth letters from the end.

m. Some letters appear more than once. Get rid of the third letter which does not appear more than once.

n. Remove the last letter.

o. Get rid of all letters which are like the first letter (but leave the first letter).

p. Get rid of the third letter and all letters which are like it.

IV. Basic Skills for Training - Twisting Operator - Writing Resource Sheet

1. How to Take Notes

Panic time comes when an inexperienced student is expected to take notes. With confidence, the skill is readily mastered. Suggestions help the notetaker develop the resources needed to record classroom lectures successfully.

How to Take Notes

When students are confronted with the need to take notes for the first time, they often discover that notetaking is a skill which requires forethought and practice. Never having had to take notes before, they have no idea how or where to begin. Since it is not unusual for a student to be expected to take notes in class and be responsible for the content of the class lecture, it is important that you develop your skill at note-taking.

Following are four methods of taking notes. Two are recommended as successful techniques; two are *not* recommended.

1. Verbatim Transcript (Not Recommended). Many students, faced with taking notes for the first time, try to copy the lecture word for word. Those who do soon discover that it is impossible and become frustrated. But the real danger in trying is that no time is left for understanding; the student is too busy writing.

To take notes on what is being said, you must be listening and understanding – not hearing and copying. A word-for-word copy of the lecturer's message is neither useful nor necessary.

2. Selected Quotations (Not Recommended). Students who give up trying to record the speaker's every word often adopt the method of copying certain quotations they hope are important. This is a desperation exercise which reveals the student's basic insecurity. Not trusting his own judgment, he is only comfortable recording the speaker's exact words. The obvious shortcoming of this method is that one is never sure of selecting the major statements of the lecture.

There are times when the speaker's words are important, as in the case of definitions, and you will want to record them completely and exactly. Normally, the lecturer will alert his listeners on such occasions by announcing that what is coming up is

important to know and remember. Moreover, when the speaker wants you to get his exact words, he interrupts his normal delivery and dictates or records the facts he wants you to get on the chalkboard, leaving no doubt about what he considers important.

3. Headings and Statements (Recommended). This is a very popular method of note-taking. It consists of recording the main points (headings) and writing complete and meaningful phrases (statements) about them.

The advantages of this system are several. First, you are able to organize as you write. By recording the main points and writing about them, you are distinguishing between what is major and what is supplementary to it. There are techniques to help you take notes effectively in this fashion, and we will discuss them later in this selection.

A second advantage is that this system encourages listening. You wait to hear what the speaker says about the topic before recording your statement. This overcomes a common student fault: writing, instead of listening. If you do not understand the lecture in the classroom, you'll never piece it together meaningfully from your notes. The first task of the notetaker, then, is to listen.

A third advantage is that you create your own statement. You do not quote the speaker; you paraphrase him. You condense the message into a brief, meaningful statement. In this way, you are assured that you understand the lecture.

Still another advantage is that you are writing full statements, not isolated groups of words which become cryptic and meaningless later. To be useful, your notes must be understandable; this system guarantees that they will be.

4. Pre-class Outline (Recommended). This fourth method of notetaking is by far the best and the one you should use when the opportunity permits. Under this system, you prepare an outline to use in class as the foundation for your notes. The organizing, then, is all done and you just have to fill in the statements. The advantages of using the method are obvious: you have your headings and main topics all nicely laid out and you know before the lecture starts what topics will be discussed.

A shortcoming of the system is that it can be used only with highly organized teachers. If you discover that one of your instructors generally follows the plan of the text, then each night before class you can prepare a topical outline to use as the basis for your notes. This system presupposes that the speaker will follow the pattern established by the text. Few do. Most teachers use the text as a springboard, elaborating on some matters and glossing over others. They vary their presentation to suit the needs of a particular group of students or to discuss interesting, related points.

Nevertheless, having an outline in advance gives you a remarkable head start on the day's lecture and provides the bonus of preparing you to understand better what is being discussed. So be on the alert for opportunities to use this method of note-taking. It guarantees excellent notes.

TAKING USEFUL NOTES

Since the method of recording headings and statements offers the most advantages, it is the system we suggest you use in most cases.

To become proficient in taking notes, you must become secure in your own ability. You must develop the confidence needed to evaluate and organize as you listen. This is not as difficult as it first sounds. By applying and practicing the following suggestions, you will find yourself rapidly growing in skill as a notetaker.

1. Prepare for Lectures. This means

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two things. First, come to class ready to study and learn; this is not the time to relax and be entertained.

Next, do the necessary preparations before class. Read ahead in the text the night before. Since it is natural to become confused if you know nothing about the subject of the lecture, read enough about the topic to understand the substance. This will help you evaluate the lecture and decide what to record.

Very early in a course, you should discover the lecturer's plan and how his lectures relate to the text. Once you know this, you can prepare for them. If you discover that the speaker often discusses matters that are well covered in the text, you need not copy down his words, merely make a note beside the topic to see the text. Or if your teacher follows the plan of the text, you can best prepare by composing a pre-class outline each day.

2. Listen before Writing. The first job of the notetaker is to listen. Notes are of no use to the student who does not understand to begin with.

Speakers use many examples to help their listeners see the point. Listen long enough to be sure you've got it and then write it down. Chances are you will not recall the speaker's original words. Good! Then you are forced to record what you have understood. Any time you can paraphrase, you show that you understand.

If you find you don't have time to write before the speaker goes on to something new, put down just a single word or two to recall the topic and leave a blank space. After class, ask the lecturer or another student what was said in order to refresh your memory. Then fill in the blank space in your notes. Use this same method if you don't understand enough to put down anything useful. In this case, no notes are better than poor notes; you know what you've missed and you can correct the omission.

3. Write Complete Statements. This suggestion follows naturally from the one above. As you listen, try to construct a complete statement which best expresses the thought. Don't just jot down unrelated words; say what you know about them.

When you return to your notes later in the semester, single words and meaningless phrases won't be enough to refresh your memory on the subject. You need statements containing complete, accurate information.

4. Write Selectively. Notes are best when they are brief, concise. Evaluate and select what needs to be recorded. The speaker's illustrations, anecdotes and examples need not be preserved; they are presented to help you understand some point. Make sure that just the most important points are covered in your notes.

5. Organize. The way you arrange your notes should indicate the organization of the lecture. For example, you should begin with a title for the lecture; this goes at the top of a new page. When the speaker changes topics and discusses something new (this may be the next class or several classes later), start a new page with a new title at the top.

Next, record your notes in outline style. Main points are listed at the margin, followed by a statement or two about them. Secondary ideas on the same point should be indented as subheadings and followed by a statement of explanation. Further indentions indicate more subordinate ideas. When reviewing your notes, a glance down the left-hand margin will reveal all the main points of the lecture at a glance.

Note-taking is not the difficult task that students fear and imagine. Follow these suggestions to build your confidence. Practice each day and, before long, you will develop a very comfortable and rewarding system of recording classroom lectures.

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